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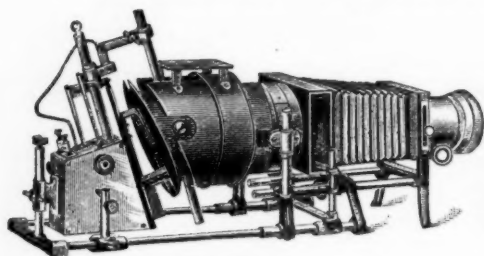
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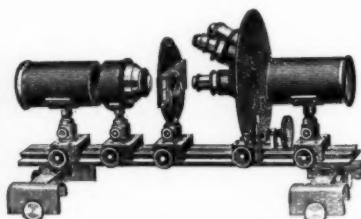
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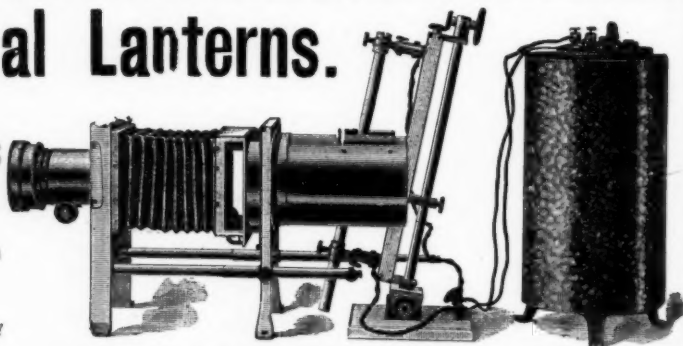
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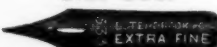
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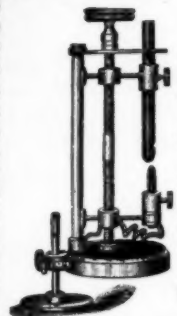
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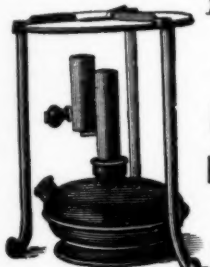
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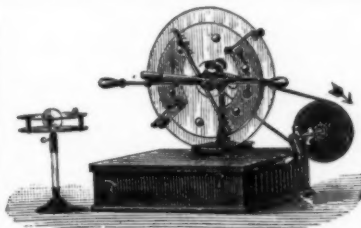
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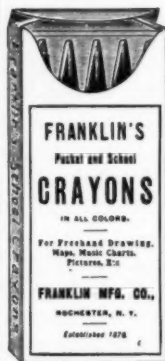
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. L.,

For the Week Ending March 16.

No. 11

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The business department of THE JOURNAL is on page 288.

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## The City School Superintendency. III.

### What is Needed for the Future.

By WILLIAM A. MOWRY.

There is clearly much unrest in regard to the present status of the city school superintendent, his duties, and his powers. The conviction is clear and wide-spread that, in many places, as at present managed, the office is not doing its best work. This view is so general as to appear well-nigh universal. But there seems to be less agreement in regard to what should be done to remedy existing difficulties. It is the object of this article briefly to outline these difficulties and suggest some clear lines of needed reform.

The schools everywhere are under the direction and control of school boards. The boards are elected or appointed. Different methods of election and appointment are found in different places and in various sections of the country. In some cities the members are elected on a general ticket for the whole city; in others they are elected by wards. Sometimes these two methods are both used in the same city, a part being elected at large and others by wards.

Where they are appointed, uniformity in regard to the appointing power is not observed. Sometimes the appointment is made by the mayor of the city, sometimes by the judges of the courts, and sometimes by the city council.

Again, uniformity is not found in the length of the term of service. In some cities members are elected annually, in others for two years, again for three, and sometimes for longer periods.

Still further no uniformity is found in regard to the number of persons constituting the board. Some cities have six, others nine, twelve, fifteen, twenty, twenty-four, and in some instances as high as sixty or more.

Clearly, improvement is needed and more uniformity of thought and purpose is desirable in these particulars. A few suggestions may be made which will, doubtless, be very generally accepted and agreed to in regard to this divergence of custom concerning the school boards.

1. A *small board* is generally more efficient than a large one. This I believe is the more common opinion in all parts of the country and the tendency of thought is very generally in this direction.

2. Members of the board should be elected for a *term of years*, two years being better than one, three years

better than two, and many are now advocating four years, the term of service of one-fourth the number expiring every year. One of the foremost educators in the country told the writer only a few days ago that he believed the best plan to be a board of eight persons, elected for four years, two being elected every year.

3. There appears as yet no uniformity of judgment in regard to appointment or election. There are many places where a growing sentiment is clearly apparent in favor of appointment rather than election. But this is one of those questions where a good argument can be made for either side. Neither method will do away with all existing evils.

In a certain large city, where the appointment of members of the board rested with the mayor, that newly elected official went at his task in a systematic and thoughtful manner. He studied the conditions of his constituents and classified them as follows:

German,	Physician,	Roman Catholic,	Democrats,
American,	Merchant,	Jew,	Republican,
Women,	Politician,	Free Thinker,	Prohibitionist,
Irish,	Lawyer,	Protestant,	Mugwump,

Then he selected a man, one of his personal friends, whom he thought quite well fitted for the position. This man was a German, a Physician, a Free Thinker, and a Mugwump. That allowed him to cross off those four classes. His second choice was an Irishman who was a Politician, a Catholic, and a Democrat. Off came four more divisions. He next found a man who was an American, a Lawyer, a Protestant, and a Republican. Three more classes off. His fourth choice was a Woman, a Methodist, and a Prohibitionist. His fifth and last selection was more difficult. He must find a popular man who is a Merchant and a Jew. This may be an easy matter and it may not. The *best man* for the schools is lost sight of, for the mayor must have regard to *all classes* of his supporters.

Now, this is a piece of veritable history. It may be unusual, for some mayors, possibly, are less considerate and may boldly appoint their personal friends, irrespective of the several divisions which might be made of their "constituency." But meanwhile, what becomes of the schools, when placed in the hands of a board selected on such principles?

From the above it may be inferred that there is no royal road to the appointment of an intelligent and efficient school board. It is possible to have a good board elected by the people, either on a general ticket, or by wards, and good men may be appointed by the mayor or by the judge. As a matter of fact the school boards of the country are quite generally of a high character. They have, evidently, been improving for some years past, and in many places they are selected on broad and wise principles, but it is still true that no particular

plan will insure the best men, *in all cases*, and, in some instances, these boards are anything but the best, and to all appearances are seeking something quite foreign to the simple and plain duty of improving the schools and making them the best possible.

4. When the board has been elected or appointed, and has organized, then come the more important questions of a division of its duties, and the appointment of a superintendent of schools, assigning to him his proper duties and conferring upon him necessary powers for the intelligent and efficient discharge of those duties. First of all, it may be said, that educators are generally agreed that the executive and administrative powers and duties should be devolved upon proper executive officers, appointed by the board, or by some competent authority, and that these duties should not be performed by the regular, standing committees of the board. It may be well to have these committees to fall back upon, in case of disputed questions, but the ordinary management of the schools, so far as it relates to their internal and educational affairs, should be wholly in the hands of the professional superintendent.

Just at the present time, a very broad discussion is going on all over the country upon this particular point, and everywhere the consensus of opinion is uniformly and decidedly in one direction. A letter from a prominent educator in St. Louis says: "It is 'in the air,' both here and elsewhere." In a discussion in the National Educational Association at Asbury Park last July, Mr. Evans, of Augusta, Ga., said:

"School superintendents should have entire control in the selection of teachers, in the course of study, and in the conduct of the schools. Boards of education, representing the tax-payers, ought to control the finances, paying the officers and teachers, building houses, and furnishing supplies. Beyond that they should trust the officers, whose business it is to know. If the officers prove unworthy and unreliable, they should be impeached and removed. It is a golden rule to *pay an official well, let him alone, but watch him closely.*"

The next session of the Pennsylvania legislature will take up a "bill to establish a bureau of education in the city government (Philadelphia) to supersede the present board of education. This would supersede both the local boards of directors in the wards, with which the city could well dispense, and also the board of education, where members are selected by the judges of the courts of Common Pleas." The above is quoted from *The American* of January 12, 1895.

For New York city a *sub-committee of seventy* has lately made a report, emphasizing the almost unmixed evils growing out of the present system of school management in that city and proposing a "Public School Bill" which provides for a "Board of Superintendents" who shall be a "permanent, dignified, and responsible body of trained experts, to whom shall be committed the educational administration of the schools." The bill also provides for "the complete separation of the business from the educational administration, and the assignment of each to a single responsible authority. The superintendent of buildings and supplies will have charge of the school buildings and the purchase of supplies, thus relieving the board of education on the one hand and the trustees on the other, of duties strictly executive." Among the names of the committee mak-

ing this radical report is that of Dr. Nicholas Murray Butler, of Columbia college, now president of the National Educational Association, and well and widely known as one of the broadest and best thinkers among our American educators.

This division of powers and placing responsibility upon the proper officers is in accordance with a plan lately proposed by President Eliot, of Harvard university, and that in turn is almost identical with the details of a paper read in 1888 before the National Council of Education at its meeting at San Francisco (the same being the report of a committee), by that well-known friend of President Garfield, Professor B. A. Hinsdale, LL. D. of Michigan university. Dr. Hinsdale in developing his plan says:

"The board must be clothed by the law with legislative, executive, and judicial powers and duties. One of the first things that it should do, however, is immediately to divest itself of most of its executive and judicial duties and confine itself mainly to legislation. \* \* \* \* Acting as a legislature, the board should establish three executive departments, defining their powers and duties:

1. The department of finance, accounts, and records.
2. The department of construction, repairs, and supplies.
3. The department of instruction and discipline.

The heads of these departments might be called the auditor, the superintendent of construction, and the superintendent of schools.

\* \* \* These departments should be as permanent and efficient, relatively, as the executive departments of the state or national government; perhaps it would be well to have them provided for in the school law itself; certainly they should be put high beyond the reach of hasty board action."

In discussing these plans Dr. Hinsdale well says:

"School administration in cities is still organized essentially as it was when the cities were villages. While this organization answered the villages well enough, it is now far outgrown." Still farther on he says:

"The plan would give to the office of superintendent of schools that strength and dignity which its efficiency demands. As a matter of course the superintendent would be clothed, either directly or indirectly, with power over the course of study, instruction, and discipline." "He further says: "The new Cincinnati rule would be incorporated, viz., The superintendent of the public schools shall appoint all the teachers of said schools, by and with the consent of the board of education, and the superintendent or board may remove for cause." Dr. Hinsdale also refers to the Cleveland plan, which provides: "The superintendent of schools shall have power to select his assistants, appoint all teachers, prescribe all courses of study, and select textbooks."

In a report made in 1890 to the National Council by a committee of which Hon. E. E. White, LL. D., of Ohio, was chairman (which report covers substantially the same ground), Dr. White suggests: "The vital principle in this much needed reform in school administration, is that the superintendent of schools be clothed with *initiator power* in each of the above-named executive functions. He must not only be permitted to make

suggestions and recommendations, but the responsibility of school progress must be laid squarely upon him."

So much has been quoted somewhat at length, to show that there is felt everywhere the pressing necessity for a radical change from hitherto existing methods:

The substance of it is this:

1. The superintendent of city schools should be clothed with power sufficient to permit him to superintend all the educational work of the schools, and he should be held responsible for results.

2. This power and responsibility should be placed upon him by state law.

3. His office should have permanent tenure.

These changes are destined to come. One city after another and one state after another are moving in this direction. Many of the most intelligent and thoughtful people in various parts of the country are urging these changes. They will not come to-day, and perhaps not to-morrow. But they *will come*. And when they do come, the office of superintendent of schools will attract many men of the higher and broader range of thought and action who are now repelled from entering this field of labor by the repressing conditions surrounding it.

Then the schools will take a far higher place, and do far more efficient work than is now possible under existing conditions.

*Hyde Park, Mass.*

## Ventilating a Mal-Odoriferous Subject.

By WEBB DONNELL.

I ask attention to the following dialogue. There is a moral in it as long and as broad as the biggest school-house in the land, that daily poisons its inmates with impure air, and that, too, with the official sanction of school boards—for negligence is sanction.

Prin. of school: "I am very sorry to learn, Mr. B—that you have taken your two children out of school. I should like to know what reason you had for doing it. Perhaps there is some misunderstanding that I can rectify."

Mr. B—: "I assure you, sir, that the removal of the children had nothing whatever to do with the matter of instruction, or of school government. It was a case of life or death, as I looked at it. My little girl, as you know, is not strong—has weak lungs, and is otherwise delicate, and I have always tried to have the best hygienic conditions about her. I have kept her out in the fresh air, and have taken particular pains to have her sleeping-room well ventilated, so that she could always breathe pure air. Well, I never dreamed but that she was having good air to breathe at school. The idea didn't occur to me that it could be otherwise, with so much talk afloat of 'methods this' and 'methods that,' in the matter of instruction, and with the very subject of hygiene made compulsory in the schools. But a few days ago I wanted to see Alice before she went home from school and I called at your building, and the janitor told me in what room I would find her. I went to the room indicated and found her class just coming out, but Alice had waited to speak to her teacher and I stepped into the room. You may not understand the sudden feeling of nausea, but as surely as I stand here I had to put my hand over my nose and get out of that room. The air was perfectly vile—it was worse than vile. It makes me sick to think of that odor now—and my little girl had been in there breathing that air for three-quarters of an hour! The teacher didn't know the air was insufferable. No, indeed. She had been breathing it with the rest, and was used to it, but to one

going in from the pure air out-of-doors, it was simply horrible. And how could it be otherwise? Some fifty pupils that had been in there, breathing that air over and over again, some of the pupils not over cleanly, and some affected with incipient disease that made the exhalations from their lungs dangerous."

Prin. of school: "But there are ventilators in all our school-rooms, Mr. B.—"

Mr. B—: "Yes, I noticed in that room a grating about eight by ten inches opening into the chimney. How often do you think the air in that room would be renewed by means of that ventilator?"

Prin. of school: "Well, perhaps every half-hour, if there is a good draught in the chimney."

Mr. B—: "Let us call it half an hour, though I do not believe that ordinarily the air would be renewed in that time. Now how long would it take for fifty pupils to breathe over every cubic foot of air in that room? Not over five minutes, would it?"

Prin. of school: "No, I suppose not."

Mr. B—: "Then for the next twenty-five minutes my little girl was breathing over the air that had been in dozens of other lungs before! I won't subject her to such horrible conditions."

Now I happen to know from an experience of six years in teaching that Mr. B— did not mistake the case by so much as a hair's breadth. We have some new school buildings that are well ventilated, but for every one of this sort there are hundreds that are poisoning the bodies of the school children, while the attempt is being made to improve their minds.

It is utterly impossible to ventilate a school-room properly by any of the common methods, provided a room is occupied by any considerable number of pupils. Again and again I have started to go into school-rooms just after a large class had vacated the recitation seats, and, like Mr. B—, have been compelled to beat a hasty retreat because of the horribly sickening condition of the air—a condition that the teacher knew nothing of, because she had during the period devoted to the class, become gradually accustomed to it. How can pupils be expected to be attentive, and quick of understanding under such conditions?

The air of a well-filled school-room cannot be kept pure and fit for breathing unless it is constantly being pumped out of the room by mechanical means, and a fresh supply permitted to take its place. It is not pleasant to reflect upon, but it is a fact, nevertheless, that many of this country's school-houses have in the past been veritable death traps. It is for an aroused public opinion to see to it that these do not exist in the future.

*Kent's Hill, Me.*

## Visual Teaching.

By A. T. SEYMOUR.

The stereopticon is rapidly coming to the front as an aid in teaching. Those who have used it are enthusiastic and declare that there is "no other way to teach." By its use distant places and scenes become realities before the eyes of the pupils, and absent faces become almost lifelike, while time and space cease in a measure to exist, for where the pupil can not go, those places can be brought to him.

The writer recently sent a number of letters to superintendents of schools asking for their views concerning the use of this method of teaching. A number of replies was received, all of which were heartily in favor of the introduction of the stereopticon as a feature of school work. Several favored its use "to the greatest extent possible." One said he believed "in the use of apparatus of all kinds at all times when clearer ideas will be secured by its use."

A prominent superintendent stated that when one of his teachers was asked to send her classes to see some views in the line of their work, she replied that she favored the use of lectures but "she couldn't spare the



time." "Just as though," the superintendent remarked, "the classes would not learn more from an illustrated lesson which appeals both to the eye and ear, than from an ordinary recitation." The question of "no time" should not enter the subject at all, for no views should be shown but those which belong to the subject and which will aid the pupil to a better understanding of the work in hand.

No better exercise for Friday afternoon work can be found than to introduce an illustrated lecture to the entire school. If the teachers are not prepared to give lectures each week, they can invite outsiders to come in occasionally. For example, Mount Vernon, N. Y., has three members of the board of education who have volunteered their services for this work. Through the generosity of one of its members, Judge Bard, the schools are supplied with an illustrated lecture each week. It has become so indispensable that during the coming year the lectures will not only be continued by the board, but it is thought that a series of evening lectures for the people will be given in the public schools.

The success of this plan in New York city is too well known to need comment. Under the able management of Dr. Leipziger, the public school lecture courses for the people have achieved a wonderful success. Without the stereopticon this would be impossible. The writer remembers seeing an old lady wearily climbing the four flights of stairs of a New York grammar school and asking the janitor if the lecture was illustrated. On being told that it was not, she drew a sigh and walked away, though the evening was one of the stormiest of the winter.

With regard to the introduction of the stereopticon into regular school work, opinions were about equally divided among the following methods:

Frequent use as a part of the recitation.

Occasional talks devoted entirely to showing and explaining views.

Frequent lectures to the entire school.

Supt. J. Irving Gorton, of Sing Sing, N. Y., favors "giving a few views to a class frequently in the line of their study, requiring the class to take notes of pictures and explanations, and letting them use these for composition, or as an aid in the lesson." Never has the writer seen a class of pupils more absorbed in their work than at one of these recitations. This system is employed three times a week. The subjects taught in this way are astronomy, natural geography, artificial geography, physiology, history of the United States, general history, zoology, and biography.

The subjects to be taught will depend largely on the taste of each teacher, as those subjects will be most successfully taught about which the teacher knows most. There is much truth in the remark of one superintendent that the greatest obstacles to the successful adoption of the illustrated work are "poor teachers; persons who hear lessons, but never find time to teach; prejudice; boards of education that do not discriminate between poor and good teaching."

It seems the universal desire that geography should be first introduced, then history, literature, physiology, botany, and geology in the order named. The prevailing idea at present is that the first subject should be the county, then the state, and later the United States. This is the plan followed by superintendent Gorton, of Yonkers, and the one suggested by Mr. Bickmore. Whatever plan is pursued one great point must always be kept in mind, namely the character of the classes to be taught. If the teacher gives a general, pointless talk, he will be sure to overshoot the mark, the results will be unsatisfactory, and the stereopticon will be in danger of being condemned as a "time-killer." If properly used, far better work can be done in the same time than can be done by old methods. The teacher should weigh carefully the words of Superintendent Gorton, of Sing Sing, that "The work should be carefully thought out, and teachers should be trained in it, or it will be badly done, and the results will be discouraging and unsatisfactory."

Mount Vernon, N. Y.

## Military Training in the Schools.

FROM AN OPPONENT'S STANDPOINT.

(Last week THE JOURNAL contained an article by Ellen E. Kenyon giving forcible arguments in favor of military training in the schools. The following extracts from an address of Dr. Felix Adler, delivered last Sunday under the auspices of the New York Society for Ethical Culture, place the subject in an entirely different light. A comparison of the two sides of the question may be helpful to a clear understanding of the various problems involved. The article on "Military Instruction in Public Schools" in THE JOURNAL of February 9 is also referred to in this connection.)

There is at present a bill pending in the legislature to convert the children of the public schools into a kind of mimic national guard. The argument is that military service promotes patriotism among adults. Hence it is inferred that military drill will have the same effect on children. But is this expectation likely to be realized?

Children are fond of wearing showy uniforms, of marching in procession to the sound of fife and drum, and of being addressed by the titles of Colonel, Major, etc. Their vanity is flattered in this way; their sense of importance heightened. The military service of adults is calculated to engender patriotic feelings, because of the burdens and sacrifices which such service demands, but this capital element is wholly wanting in the case of children. Moreover, the introduction of military exercises is likely to heighten the false drama which attaches to the idea of war in children's minds, and which so dazzles them that they do not see the horrors, cruelties, and inhumanities which real war brings in its train.

There are, indeed, other arguments on the strength of which the measure is advocated. It is said that military drill is an excellent form of gymnastic exercise, but by forming all pupils into companies class distinctions are weakened, and that while making promotions depends partly on excellence in studies, a new incentive is furnished toward diligence and application.

In a good school such incentives are not needed. Study could be made and should be made attractive on its own account. Extraneous stimuli are harmful rather than beneficial, because they tend to fasten the attention of pupils on the rewards of study instead of engaging their interests in the studies themselves. The argument in question is due to the old fallacy which educators are now doing their best to combat, that knowledge is a bitter medicine which must be sweetened to be swallowed, instead of wholesome food which is congenial to the nature of the child.

Weakening of class distinctions—this, too, is accomplished in a good school through the effect of the manliness or womanliness of the teachers, and especially by recognizing merit, wherever it occurs, irrespective of the wealth or poverty of the pupils.

Finally, it is true that military drill is a valuable gymnastic exercise, but it by no means covers the whole field of physical culture, and by giving too much prominence to one set of exercises there is the greatest danger that other forms of physical culture will be neglected. Even the German government, which is swayed by military considerations as much as any other, does not go so far as this bill would have to go. It does not attempt to make soldiers of children of twelve or thirteen, but is willing to wait until they reach man's estate. I cannot but regard this bill as a serious mistake, and would earnestly protest against the views which it embodies.

We have been carried too far by the wave of reaction against the old views of the status of childhood. Children should neither be unduly suppressed as in former times, nor yet should they be treated as if they were already the equals of their elders. The lack of respect for the aged, which is so unfortunately characteristic of children in certain portions of our population, is a direct outgrowth of this view. . . . The true attitude to take toward the young is to regard them as inferiors, whom it is our duty and privilege gradually to raise to equality. We stand to them in the same relation as regents do to young princes. We act in their name, we subject them to our rule, but all with a view to fitting them to exercise in a noble and becoming way the independent rights of sovereignty.

# National Department of Superintendence.

By E. W. KRACKOWITZER.

The distinguished feature of the annual meeting, Department of Superintendence, National Educational Association, at Cleveland last week was an almost entire absence of that spirit of factional contention and personal animadversion which was wont during the past decade to disturb these gatherings. Let



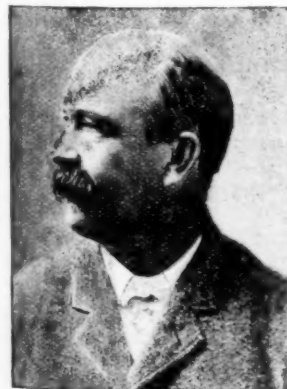
DR. W. T. HARRIS.

President DeGarmo.

It may as well be said here at the outset, that Commissioner Harris for once seemed ill at ease; and his deliverances, usually pregnant with dogmatic assurance, on this occasion lacked that strength of presentation and coherence of exposition which should characterize the discourse of so old a schoolmaster and so profound a Hegelian.

There was abundant reason for this. As one looked about the audience, numbering nearly three hundred of the country's prominent educators, the preponderance of mature youth and middle-aged vigor was obvious at a glance. Time was, and not so very long ago either, when the sessions of the department were notable for the venerable age of its participants. Another characteristic, quite marked, was the fact that more than half the attendance was from the West, so called; and that to quite half of the remainder that section of the country which up to the time of the Columbian exposition had been nothing more than a "wild and woolly" crazy quilt of cartographic shreds and patches, is no longer *terra incognita*. Indeed the aggressive spokesmen for the East were young men like Albert Bushnell Hart, of Harvard, Doctor Butler, of New York, the two Milnes and President DeGarmo. A further sign of the times, symptomatic as well as typical, were the cynical references to the "wise men of the effete East" by that ancient bulwark of New England conservatism—A. P. Marble! But what else could be expected of a man who turns his back on Worcester, Mass., deliberately betakes himself to Omaha, Neb., and there straightway so far forgets himself as to establish a couple of manual training schools!

This aspect of the meeting cannot be too strongly emphasized, since it was manifest in all that was said and yet more in much that was left unsaid. Formal scholasticism seemed to have but two champions left—the venerable Doctor White and the commissioner of education; and these gentlemen I am glad to say, were treated with all the deference and consideration due their long years of distinguished service.



COL. F. W. PARKER.

so to speak, the somewhat more conservative *vis inertia* of Chan-

cellor Payne's successor in the chair of pedagogy in the University of Michigan, as well as of the president of Western Reserve university. In nothing was this self-repression of the new school more manifest than in the unruffled serenity of Col. Parker—one time the *enfant terrible* of this body; and in the optimistic review by Superintendent Bright of the past decade as an era of change and experiment. Indeed this conservatism of the radicals had its humorous aspect too; as, for instance, when Doctor Winship, of all men, felt constrained to rebuke them for their lack of open-minded sympathy for something newer than their own novelties, to wit:—Superintendent Search's discussion of "Individualism in Mass Education" based upon his system and methods as in practice at Los Angeles.

Of course the report of the Committee of Fifteen proved to be the *pièce de resistance* of the session and it is believed that the conclusions reached in the adoption of the recommendations made by Supt. Tarbell and President Draper respectively, concerning the professional training of teachers and the re-organization of city school systems will be admitted by teachers generally to have solved for some time to come the questions involved. Mr. Tarbell's report was a broadly exhaustive and practically detailed re-statement of generally accepted principles, except in so far as it dwelt separately and at length upon the urgent need of affording a fuller opportunity to college students, both under and post-graduate, for professional training as high and normal school teachers. Indeed, the report went so far as to advise professionalizing the high school faculty, first by way of setting the highest standard in any school system whose teaching force needed complete remodeling.

For the best of reasons Supt. Tarbell's report had waved comparison between the normal school and city training classes. Nevertheless, the discussion as opened by Superintendent Blodgett precipitated a lively contention between the supporters of these two systems. Chancellor Payne, who was to have been the first critic, had been detained by illness, yet he himself could not have more cogently reasoned from the "unknown to the known" than the gentleman from Syracuse, who was at pains to deride the normal school as an institution because it found time for—if it did not go further and make a specialty of—psychology. Instead of

apologizing for the city training school as a temporary makeshift, he went so far as to extol it for its "practical" methods, as well as for the "superior teaching material" it commands. Mr. Blodgett seems to mistake urban "smartness" for real intelligence; knowledge for culture. The assurance and quickness of the graded grammar school graduate to the manner born, seems to be his ideal. They have a system in Syracuse; that system to be supervised with the least possible friction requires teachers familiar from childhood with the practical workings of the machine. They must know how the wheels go round. Hence, forsooth, how could such teachers be better procured and produced than by having this self-same machine to grind them out.

Mr. Blodgett was answered in various ways by many men of many minds; notably by the brothers Milne and Dr. Sheldon; and yet, by none better than by Supervisor Martin, of Boston, who showed clearly that in native culture and acquired wisdom, the country girl who seeks to fit herself for the profession of teaching as a vocation, is in most cases immeasurably the mental and moral superior of the city girl with a "pull," who seeks to "better" herself socially by teaching as an ephemeral makeshift. Quite as convincing was the reply of Miss Nicholson, of Indianapolis, herself a city trained teacher, who reminds one of Jane Addams, the gentlewoman of Hull House, Chicago. Her contention was that the "practical" school-room training is of no avail unless based upon "the scientific analysis and sympathetic synthesis of the child's mental and physical powers."

Following is the deliberate judgment of the department as expressed in the report of the committee of resolutions as unanimously adopted:

## I. AS TO THE TRAINING OF TEACHERS.

1. Since the character of the teacher sets the standard of the school and provides the true basis of all educational work, we declare, first, that the standard of scholarship required of teachers should be high.
2. That all teachers, both of elementary and higher schools, should have thorough professional training.
3. Not only all teachers of all grades, but also principals, supervisors, and superintendents should have thorough professional training. To this end



DR. E. E. WHITE.



we heartily favor the establishment of fully equipped training schools of pedagogy in connection with colleges and universities.

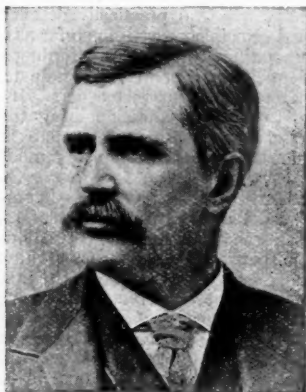
4. Only those should be employed as teachers who have refinement of mind and soul to such a degree that both consciously and unconsciously they will influence children for good.

5. Teachers doing good work should be secure in tenure of office.

## II. AS TO THE TRAINING OF CHILDREN.

We believe that the studies with which the child's mind is to be busied while in school should be those which will give him sympathetic acquaintance with the material and social world in which his life is to be spent. We further believe that the chief study of all teachers should be the child himself, to the end that all efforts at education may be directed along the line of least resistance as determined by the child's own nature. We believe that the aim of all directive effort in education should be, first, to so train all the child's powers by the exercise of his self-activity that he shall both comprehend his material and social environment and be able to live his life effectively in it. And second, to develop in him a purpose to use these powers so gained for the good of society.

Superintendent Draper's report addressed itself to the problem of a complete re-organization of the educational machinery in our



PRES. A. S. DRAPER.

larger cities, say, of two hundred thousand inhabitants and over. Yet, its general conclusions seem to apply measurably to all graded school systems. School administration should, first of all be divorced from municipal politics. The school board should be a small body appointed by the mayor in annual relays, and its functions are to be wholly and exclusively legislative, including tax levy and budget of appropriations. As business manager to direct and supervise the erection, equipment, furnishing, repair and maintenance of school buildings and grounds, the court is to appoint a school director under sufficient bonds, with veto power over the board's action; and upon his nomination the board is further to appoint for a term of years (not less than five nor longer than ten) a superintendent of instruction with absolute and exclusive control of and over teachers and teaching—in a word the "Cleveland Plan" in its essential features. From this report Superintendent Seaver dissented in so far as the proposals concerning the business management go. Like Superintendent Marble he fears that the school director would inevitably become a mere place and job dispenser. Superintendent Lane, on the other hand, can see no good reason for the proposed subdivision of the board into two co-ordinate branches, nor would he invest the director with veto and nominating powers.

Dr. White from the standpoint of traditional conservatism, and Professor Hart from that of radical democracy criticized the proposition to make the board appointive as an aristocratic device for removing the schools from popular control; yet both gentlemen were strongly in favor of separating the legislative, business, and professional functions of school administration in some such way as proposed; and Professor Hart, as the result of his experience in Cambridge was strenuous in urging as a further device the organization of advisory councils chosen by the teaching force from its own numbers and representative of all grades and special departments to assist in the discussion and theoretical settlement of moot questions as to plans of study, methods of instruction, etc. Incidentally to this proposal, Prof. Hart animadverted upon the obstructive traditions and tactics of the Principals' Association of Boston, and for a moment it seemed as though the ghost of Horace Mann would begin to stalk as in former sessions. But Superintendent Seaver and Supervisor Metcalf came to their associate's defence with such an air of grieved astonishment that Col. Parker contented himself for the nonce with winking the other eye.



SUPT. E. P. SEAVER.

Commissioner Harris' report has already been referred to. It is an exhaustive and scholarly exposition from the Hegelian standpoint of the culture value, so called, of each "study" in the

orthodox scholastic curriculum. "A critique" as President De Garmo aptly designated it, "of educational values and of some value itself as a formal essay antecedent to the discussion of the theme referred to Dr. Harris' sub-committee for elaboration; but as a pretended exposition of the 'correlation of studies,' it is simply a text of some seventy odd pages with the sermon omitted."

As shown by the dissenting opinions of Superintendents Gilbert and Jones, if its intent was conservative, its purpose might as well have been reactionary; for while it studiously ignores all plans of correlation, it strongly emphasizes the opinion that the formal study of the three R's was good for our fathers and, therefore, must be "good enough" for us. Indeed, Dr. Harris' critics had no difficulty in making a strong case against him in their imputation of reactionary rather than conservative motives, by tracing through his treatise that subtle dialectic device: *suggestio falsi suppressio veri*. In fact, the report is a special plea for formal analysis and topical isolation in lieu of that spiritual synthesis and correlation of studies which, in set terms, the committee had been instructed to prepare so as to give practical effect to the prior report of the famous "Committee of Ten," headed by President Eliot.

In fact, Dr. Harris in his defence of the report coolly acknowledged the corn, and maintained that such a "critique of educational values" was needed whether called for or not, because none had yet been attempted; while the study of the child and the adaptation of study material and methods of instruction to the child and to each other, being the current pedagogical fad, needed no further exposition. At the same time the commissioner insisted that the definition of "correlation," as commonly understood, could not be accepted by him.

The department's judgment upon this contention has been already partially recorded above in its declaration as to the training of children; and was further supplemented by the following diplomatic declaration and suggestive instructions:

*Resolved*, That we recognize the great value of the report of the Committee of Fifteen setting forth the standards, defining educational values, and furnishing broad grounds for intellectual deliberations and discussion in the future; and that the committee be, and hereby are authorized to put the report and such dissenting opinions as they may see fit to use into form satisfactory to themselves, and to print the same, and that the committee having performed this duty be discharged.

Philadelphia, Pa.

## Welcome Mothers as School Visitors.\*

No one who has ever lived in the country can forget Friday afternoon in the district school. It was visitors' day, and everything in the little old school-house, from "the warping floor, the battered seats," to "the charcoal frescoes on the wall," wore an air of importance. The visitors came—fond mothers who gazed with pride at their darlings while the banner classes performed wonderful feats of learning and the star pupils "spoke pieces." It was a proud day for pupils and a proud day for parents. There may be scoffers so irreverent as to smile over the primitive custom, and some may criticize these methods. But smile and criticize as they may, there is one feature of that old-time Friday in the district school that might well be perpetuated: It is the active interest of mothers in the education of their children.

Whether from a lack of time or interest or a feeling of timidity and fear of being unwelcome, the mothers of to-day practically ignore the public schools.

It is one of the strange anomalies of motherhood that a baby who is scarcely trusted out of his mother's arms until he is 6 years old, suddenly at that advanced age is pushed from the accustomed nest and taught to fly alone. He graduates from his mother's care and is utterly and confidently turned over to a teacher who never saw him before and has 40 other such little charges. With all due respect to the teacher, it is rather too much to ask of her that she should at sight love and understand the little human phenomenon as well as his mother does. When before in all his guarded babyhood had he so great need of love and understanding as when the tendrils of his little mind are beginning to reach out and grasp at the outer world? His whole life hangs in the balance. Yet the ruthless mother abdicates her throne to a stranger, too often with a sigh of relief. Just here the roads of mother and child part never to approach so near again. It is the mother's fault, and gradual alienation of her child is her natural punishment.

It is not for an instant to be supposed that every mother should constitute herself a superintendent of public instruction. Neither should she be an officious wisecrack, meddling with what is out of her province and prescribing her pet remedies for every ill that may appear. Her duty in relation to the public schools is not to educate the teacher or even the wayward school board. Her principal duty is to educate herself. She should study the school that she may be in harmony with the purposes and methods of that institution and that she may be in sympathy with her child and his work. Ideas on education have undergone a complete transformation in the last 20 years, and the woman who knows only



so much about educational methods as she learned in her own school days might better know nothing at all. The class-room of to-day is the best possible training school for mothers. When a mother once understands what a teacher is trying to do and how she proposes to do it she is a willing and valuable ally. But ignorant mothers are one of the greatest obstacles teachers have to contend with. They unwittingly frustrate the teacher's plans and retard the child's development. They work at cross purposes with the teacher and the child suffers from it. The education of the school-room is at the best partial. The discipline and culture and development begun there should be carried on in the home, and the mother must be thoroughly acquainted with the workings of the school-room to be competent to take up the scepter the teacher lays down.

Only as a mother knows all the influences that affect her child, all his thoughts and all his experiences, can she fully understand him and hope for his confidence. Only as she is able to respond to his feelings and his immediate needs can she be of real help to him. Nothing is so fatal to sympathy between a mother and child as the latter's recognition of the fact that there is a gulf between the mother's training and methods of thought, and his own. It is a gulf he cannot bridge. He feels that she does not understand, and the feeling seals his childhood confidences. For this reason it is of the utmost importance that a mother should closely follow the studies of her child throughout his school life, and be able to spontaneously appreciate the situation, and think and work with him.

A mother has also practical duties in relation to the school. It is her duty as it is her privilege to make sure that her child is in the right place. She should assure herself that he is not in a grade so high as to over-tax his powers, nor so low as not to keep them properly employed. She should see to it that he is neither too rapidly promoted nor too much restrained through the exigencies of grading. She should be certain that he has the right kind of a teacher. The mother should stand as an intercessor between teacher and pupil, ready alike to give explanations that may throw light upon the child's nature and requirements, and to help the child to understand the teacher's rulings.

The material side of school life presents an equally important phase of a mother's duty. She should constitute herself a committee to investigate the sanitary condition of the building. She should never rest until she is sure that absolute cleanliness is observed in the care of the school-room, and that the heating, plumbing, and ventilation are as nearly perfect as possible. The chairs and desks are another item that need oversight. Mothers should ascertain if they are comfortable, and so arranged as not to injure the back. The shading of the room is another detail that should be looked into, as it is of the utmost importance to the constantly taxed eyes. And the mother's duty is not wholly performed until she is convinced that the rules of quarantine are properly enforced.

No woman who undertakes an investigation of the schools with the honest purpose of guarding the interests of her child need fear that she will be unwelcome. The teachers are glad to have the mothers for allies. If the latter realized how much suffering they might save themselves and their children with a little oversight of their school lives, they would not begrudge the time and energy demanded by a conscientious attention to the subject.

\*A Minneapolis teacher sends a clipping from the *Times* of that city, dated Feb. 17. In a letter accompanying it she says: "I have frequently read in THE JOURNAL that teachers should welcome the visits of mothers to the school-rooms. The slip I send you contains a warm appeal to mothers to keep in touch with the teachers of the children. There are so many good and timely thoughts in it that I thought you might possibly find place for it in your helpful and inspiring paper." The *Times* article sent by this thoughtful teacher really is a most suggestive one. It contains many practical hints to teachers in addition to abundant material for a talk to mothers. It would be a good idea to teachers to arrange for a meeting of the mothers of their pupils and to appeal to them to visit the schools oftener. Principals and superintendents should also encourage these visits. The *Times* article is here reprinted in part.



DISCIPLINE AND HYGIENE COMBINED.

Since the law abolished the application of the rod in the schools of the state, Professor Ziegenheimer has tried cod liver oil, and finds it very effective as a means of checking youthful perversity.

## Letters.

### PRIVATE SCHOOLS AND THE STATE NORMAL.

You do an unintentional injustice to private schools in your editorial comments, page 223, March 2. The truth is, in Pennsylvania and in other states it has become a necessity to break the monopoly held by the state normal schools. I will in a few words show you my meaning.

The Pennsylvania state normal schools have drawn from the state treasury in the past five years in round numbers \$2,000,000. They ask of the present legislature \$800,000. Founded more than thirty-five years ago they have to-day only 2,487 graduates in the schools of the state, which is ten per cent. of the whole number of teachers in the state. The private schools having cost the state nothing at all have to-day 4,178 teachers in the state schools which is eighteen per cent. of the whole number. In many counties normal students are not wanted if other teachers can be had.

At the rate named above to educate all the teachers in the state the state normal schools would require about \$4,000,000 annually, if not much more. Private schools will do the work without asking the state for a dime! More than this the normal schools make no reductions to students but full average price is charged all students.

In this state these schools secure their students by the operation of unjust and oppressive laws, viz:

1. Each normal student receives a rebate of 50 cents per week.
2. Each normal graduate receives a bonus of \$50.
3. Normal graduates are exempt from all future examinations in the state.

All the above privileges are denied students in private schools. Take them away from the normal schools and they will speedily find their proper level.

The private school men of Pennsylvania ask the same treatment as the normal school men receive, except no appropriations are asked, their students to submit to the same examinations and to receive the same diploma.

This fair play the normal school men strenuously oppose. Why? Are they afraid of open competition?

The truth is, Mr. Editor, there is not in Pennsylvania a strictly professional school among our normals. They are academies with a normal annex. Is this right or just to other school men? GEO. G. GROFF, Lewisburgh, Pa.

### AS TO SUPERINTENDENTS' TENURE OF OFFICE.

I notice in your number of THE SCHOOL JOURNAL for March 2, a correspondent from Washington, D. C. raises a question in regard to the advisability of permanent tenure of offices for school superintendents.

He quotes an instance where a superintendent in a Western town used his political influence to elect certain men for the school board. His candidates were chosen and the board in turn re-elected the superintendent. May I inquire how this affects the question of permanent tenure? If the superintendent was to be elected annually, for two or for three years, or permanently, the same things would have taken place. But suppose that permanent tenure had already been established there—then the superintendent would not be to elect at that time, and he could have kept at his legitimate business looking after the schools, for his election would not have been pending.

It should be borne in mind that, with permanent tenure, any school board at any time when they see cause can discharge a superintendent, declaring his office vacant. Rely upon it, friends, the more you study permanent tenure for both teachers and superintendents, the more desirable will the plan appear.

Hyde Park, Mass., March 12, 1895.

WILLIAM A. MOWRY.

### Leading Events of the Week.

The engineer's report favoring a suspension bridge with a 3,100-foot span across the Hudson river at New York accepted.—The British budget provides for the construction, during the present year, of ten cruisers and forty torpedo boats and destroyers.—The Cuban revolution not making much progress; the people of the cities fail to support it.—Handsome designs adopted for the new silver certificates (ones, fives, and tens).—It is proposed to consolidate the Astor and Lenox libraries (New York city) and the Tilden Trust Fund.—The income tax case argued in the United States supreme court.—An eclipse of the moon, on the evening of March 10.—Gen. Benjamin Harrison has a severe attack of grip, but is improving. Arrangements making for the opening of the North sea and Baltic canal.—Death of Charles Frederick Worth, the famous dressmaker of Paris.—The Colombian rebels badly defeated.—Death of Cesare Cartu, the Italian historian.—It is reported that the czar's coronation will take place in Moscow in May.—The port of New Chwang taken by the Japanese after heavy fighting; the forts of Yin Kao. A big battle took place at Tenehantai, in which 2,000 Chinese were left dead and dying on the field.—Money being raised for an expedition to bring Lieut. Peary home from Greenland next fall.

Charles Dudley Warner, in a recent number of *Harper's Magazine*, makes a strong plea for the reading of the Bible in schools. His chief point is that the Bible should have a place wherever the young are taught, because of its literary excellence. He says that the Bible, more than all other books, has influenced our literature and that those who have it fixed in their minds enjoy a decided advantage in the study of all kinds of literature, be it history, essay, poetry, fiction, or any other kind of discussion or of teaching.

## Editorial Notes.

The rule of the old school was, all work and no play. When reaction came, beginning with Basedow's agitations, many schools went too far in the opposite direction, to the neglect of thoroughness and the cultivation of firmness of character. Both errors wrought infinite harm; the former producing a generation of drudges, whose main motive power was the will of their despotic superiors, and who were unfit for social and political independence, the latter filling the world with precocious pleasure-seekers with no respect for any authority but their own wishy-washy notions of propriety and right, and devoid of the moral backbone of character, slaves of circumstances and of soul-poisoning passions. It is owing mainly to the influence of Herbart and his disciples that the true purpose of the school became better understood.

There are still to be found various types of both the all-drudge and the all-honey houses that go by the name of school. Public opinion has long condemned the former, and will not knowingly allow a person to teach very long who attempts to shut out all sunshine from the school-room and converts it into a sweat-shop or a tread-mill. But the dispenser of sweetmeats, as a general rule, is not molested by indignant parents, and there is the danger. Of course the mandatory examination puts an effective damper on the zealot, erring in this direction. But still there is a wide scope for his well-meant, but harmful work. School boards and superintendents must not allow themselves to be deceived on this point.

A mistake of many teachers is to look upon knowledge and work as something distasteful to children, something that needs sugar coating to take away the bitter taste. They aim to make every day a Fourth of July, and overlook the fact that their pyrotechnics, though for a time amusing the children, do not give them anything of lasting value to take along on the pathway of life. The sticks left after the sky-rockets have been burnt off are only so much dead lumber that may satisfy the conductors of the term examinations, but is not worth much to the possessor.

Richter (Jean Paul) writes: "If pleasure be a self-consuming rocket, cheerfulness is a returning light star, an object which, unlike pleasure, is not worn away by continuance, but receives from it new birth." It is cheerfulness, not pleasure, that must reign supreme in the school-room. Pleasure is produced by external stimuli; cheerfulness is the result of healthful self-activity and implies interestedness. The child must be taught to love knowledge for its own sake, and to apply it in a way that will increase its worth in his eyes. The only way to do this is to present it in such a way that it will arouse interest and stimulate to action. In addition to this the teacher, the discipline of the school, in short, the whole atmosphere of the school must be sunny and cheerful.

*No drudgery, but cheerfulness!  
Not pleasure, but joy!*

These should be the guiding maxims of the teacher in his practice.

Some state legislatures seem to be under the impression that they are not doing their full duty towards the schools if a share of their superfluous talking energy is not worked off on a discussion about text-books. If they could be satisfied with mere speech-making, those who have to listen and the salary-supply fund would be the only sufferers. But often the result is a law, usually a bad one. The worst piece of legislation accomplished so far has been that which goaded a few states into text-book manufacturing. One should think that their costly experience would be a warning to the legislators who

have not yet suffered under this legislative attack of quixotic socialism, but no! The legislature of Washington is just now wasting valuable time in debating the feasibility of making state books for the schools. There is another bill almost, if not wholly, as bad that comes up periodically in some parts of the country, and that is the one providing for state uniformity of text-books. In New York, for instance, the legislature is getting ready for its consideration. Teachers should arouse the people to an appreciation of so nonsensical a measure. No person of common sense will give it support if its meaning is made clear. Text-books must be adapted to the needs of the different schools, and these needs certainly are not the same in every locality. State manufacture and state uniformity of text-books are two things against which the people must fight if they wish to be wisely economical in the expenditure of money.

THE JOURNAL in the present number gives a great deal of space to views, floor plans, and elevations of model school buildings. The principal classes of schools are fairly represented; the district school (graded and ungraded), the union school, academy, normal school, manual training school, and university. The illustrations will be found useful in many ways. They may be made the means of inciting a wider interest in the important field of school architecture. The idea which Horace Mann fought so vigorously in his day, that any building is good enough for a school, has not wholly died out yet. Even in the state of New York there are still to be found a number of buildings that are unfit for school purposes, from an hygienic as well as an architectural point of view. If stinginess on the part of the people is the cause of their continuance, persistence in showing how much other towns of equal or lesser standing are doing for their schools must at last succeed in removing it. As a general rule, however, neglect in providing suitable school-houses is due, not so much to unwillingness or indifference on the part of the people, as to ignorance on the part of school officials of how they should be built and what points must be observed in their structure. It is hoped that the descriptions and illustrations given in THE JOURNAL from time to time will serve to increase the fruitful study of school architecture.

In this connection we are reminded of a letter received from a grammar school principal some time ago. He writes in part: "I must thank THE JOURNAL for having helped me to get a fine new \$20,000 building for my school. How was it done? I made it a point to mark on every building cut in THE JOURNAL the size of the town that erected the school. These cuts I showed to the superintendent and the members of the board whenever an opportunity offered itself with a hint or two that could not be mistaken. When the meeting came that was to decide whether my school was good enough for another year, I was on hand with my collection and an appropriate speech. The board became interested, opened correspondence with a few school architects, and the final result was that a \$20,000 contract was made that will give me the finest school building in town."

THE JOURNAL this week has 36 pages, twelve pages more than the regular issues. The pedagogical articles are particularly valuable. The bright account of the meeting of the Department of Superintendence is also calculated to attract considerable interest. A whole column might be filled, only briefly calling attention to various important features. The department of Editorial Notes is somewhat abbreviated this week. The next issue would bring all the more. Getting so much for the small outlay of \$2.50 for a whole year's subscription the appreciative reader will not forget to acquaint other educators and friends of the schools with THE JOURNAL. Sample copies will be sent on application to anyone whose address is sent to the publishers, Messrs. E. L. Kellogg & Co., 61 East 9th St. (Educational Building), New York City.





Addison B. Poland.

By GEORGE E. HARDY.

In reappointing Dr. Addison B. Poland to the position of state superintendent of public instruction the New Jersey legislature has not only honored itself, but it has everywhere strengthened the educational system of the state. The state superintendency of public instruction is one of the most responsible offices that the governor is called upon to fill: it may safely be said that upon no other one official or body of officials in New Jersey does the future well-being of its system of public education so largely depend. The superintendent should be an educated, broad-minded, and practical executive, a man well abreast of the educational thought of the day, and competent at all times to determine between sound educational doctrine and the many shallow pedagogic fads that every now and then bewilder teachers in their work. Such an educator is the present superintendent of New Jersey.

For years Dr. Poland has been recognized by the teaching profession as one of our ablest, most scholarly and progressive teachers. His long and active professional career in the states of Massachusetts, New York, and New Jersey, covering every grade of the teacher's work, from the schoolmaster in the district school to the lecturer in the university, his varied experience as village, city, and state superintendent, all have admirably fitted him for the position he now occupies.

Dr. Poland was born in Worcester county, Mass. His school career in his native place commenced with the district school and ended with the village high school. At the age of seventeen he entered Wesleyan university at Middletown, Conn. After graduation he was made principal of the high school at Ashburnham, Mass., and from there he was called to the principalship of the high school at Salisbury, Mass., an institution which at that time had a state reputation. During his undergraduate life at Wesleyan the president had been attracted by the logical quality of his mind, as evidenced in several clever analyses of international questions, and on more than one occasion he advised the young student to take up the study of law. Although he felt he had found his vocation, yet a favorable opportunity of entering the legal profession having presented itself Mr. Poland resigned his principalship and commenced the study of law at Worcester. Called upon as he has been frequently in later life to pass upon many complicated and delicate problems of school law the legal training that Dr. Poland obtained at Worcester, combined with his eminently conservative and judicial temperament, has been of the highest service to him. In passing, it is worth noting here that not one of his many decisions as superintendent has ever been overruled by any of the higher tribunals of the state.

Before long Mr. Poland discovered that the professional instinct of the teacher was too strong to yield to the inducements that the law held out to him. Accordingly he gave up its practice for the more congenial work of the school-room. He accepted a tempting offer from Fitchburg, Mass., which was soon followed by a more alluring call to the superintendency of the public schools at Ilion, N. Y. The citizens of Ilion still remember with pride the signal success that Dr. Poland achieved with their schools, and to this day regret the offer that called him to the principalship of the Jersey City high school. Recognizing the tact and scholarship which he displayed during the three years of his principalship of the high school the educational authorities of Jersey City in 1887 appointed him city superintendent of schools.

While discharging the duties of this position Dr. Poland turned his attention to literary work, and soon made himself known as a clear-headed and able writer on educational and sociological questions. He was one of the founders and is to-day one of the editors of the *Educational Review*. For some time he was a lecturer on pedagogy in the University of the City of New York. His various papers on current educational problems have been warmly greeted by the many teachers' associations, county, state, and national, before which he has frequently lectured. In 1876 Wesleyan university conferred upon him the degree of Master of Arts, and in 1890 the University of the City of New York made him a Doctor of Philosophy.

In 1892 he was appointed, without one dissenting voice, state superintendent of public instruction. The day he resigned his position as superintendent of the Jersey City schools was made memorable in the history of the board of education by the eulogies delivered then, and the spontaneous outpouring of esteem offered him from the best people of Jersey City. President Voorhees, of the board of education, said at that time: "I congratulate the people of the state upon securing so able a man as state superintendent. In Mr. Poland the state gains the best superintendent it ever had, while this city loses a man who never had a superior in his position."

President Voorhees' prophecy has since been more than realized. During the three years of his first term as state superintendent Dr. Poland distinguished his administration by presenting a school exhibit at Chicago that brought deserved credit to the educational system of New Jersey. He has revolutionized the school laws of the state; and to him belongs the full credit that attaches to the passage of the Free Text-Book act, and the bill calling into existence the admirable township system.

Dr. Poland is active in the work of our educational associations. He was one of the organizers of the "Schoolmasters' Club" of this city, and is its vice-president. In 1892 he was unanimously elected president of the New Jersey State Teachers' association, and he is one of the most active members of the New Jersey council of education. To him the great success of the meeting of the National Educational Association last year at Asbury Park is mainly due. Owing to his management the association came to New Jersey, and through his instrumentality much of its important legislative work was made possible.

Dr. Poland is an evidence that the people are willing to recognize a man of ideas, one who possesses the courage of his convictions, who rides no hobbies, and who is not a seeker after office. His recent reappointment is noteworthy in that there was not a single other name mentioned for the place, and also that his confirmation made by men of both political parties was unanimous. It is not generally known that amid the absorbing cares of his official duties Dr. Poland has found time to make extensive researches in the science of comparative theology. He is an authority on the patristic writings of the primitive church, and is the possessor of more than one famous palimpsest. It is not at all unlikely that a monograph on some famous early manuscripts will come from his scholarly pen at no very late day.

*College of the City of New York.*

The Brooklyn *Eagle* has a bright editorial on the action of the Women's Congress in checking the enactment of a law in the national legislature favoring military training in the schools. It says:

"The dear women in an hour of virtuous but misplaced enthusiasm have got Congress to scotch the bill for advancing military drill in the public schools, but they have not killed it. All that the bill provided for was the occasional service of army officers in superintending these drills. As it has been at no time proposed to turn our schools into West Point academies, militia officers will do as well. The youngsters want the rudiments, not the science of war. The purpose of the drill is not to make fighters of them, but to encourage a patriotic spirit, to supply them with attractive and sensible exercise, instead of the tame and meaningless calisthenics that the women approve and that every able bodied boy regards with contempt and to inculcate habits of promptness, obedience, and neatness.

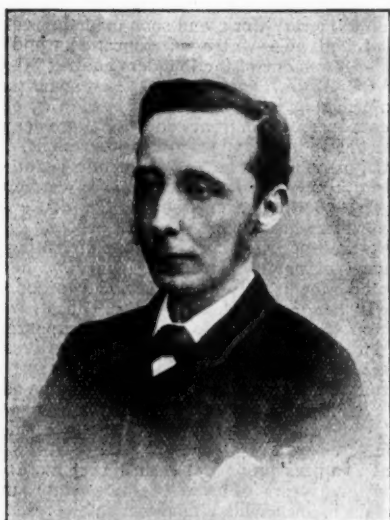
"It does not harm to know how to go through the manual of arms and there are many benefits that come of it. Instead of encouraging internecine war it will probably cause a more popular bearing on the part of the school-boys toward each other, for the result of military training in this country has always been to beget a spirit of fairness and honor and manliness.

"Besides, the pent up energy that declares itself by punching some other fellow's head after school will be worked off in a quieter fashion through the agency of the drill. The boys in Boston have been accustomed to drill for some years. Do the women mean to say that they are more brutal, more tyrannical, more discourteous than other boys. Not a bit of it. On the contrary, if you compare the boys in Boston with the boys in Congress you cannot help liking the Boston boys the better."

The section on Art Education of the Department of Pedagogy, Brooklyn Institute of Arts and Science, meets for its monthly conference, Thursday, March 21, at four P.M. There will be a number of interesting exhibits. Teachers of New York and Brooklyn and surroundings are invited to attend.

The committee on education of the Massachusetts legislature will appoint a commission to look into the proportions of the truancy evil in the schools of the state and to suggest a system of remedy.





ARTHUR HERBERT DYKE ACLAND, M.P.,  
England's Minister of Education.

### The Turning Point in English Voluntary Schools.

[SPECIAL CORRESPONDENCE.]

The position of the voluntary schools is rapidly becoming the question in English elementary education. The forward policy of the present education minister, Mr. Acland, has put a severe strain on the resources of the Voluntary party and if they are to hold their own in the nation's educational system further financial aid must be forthcoming. But from where? This is the crucial question, to answer which the archbishops of Canterbury and York appointed a strong committee in 1894 and this committee has just issued its report. They state, as the result of their investigations, that the severest and most widespread pressure was experienced in the towns of Lancashire and Yorkshire, next to these in some of the districts of Southwell and Chester, in Birmingham, in the poorest districts of the dioceses of London and Rochester, and in some parts of South Wales. In the majority of rural parts of the country the pressure appeared to be comparatively slight. The most widely prevalent cause of pressure was due to the demands made by the education department for the alteration and extension of school buildings. To meet these demands strenuous exertions had been made and upwards of half a million of money had been locally raised.

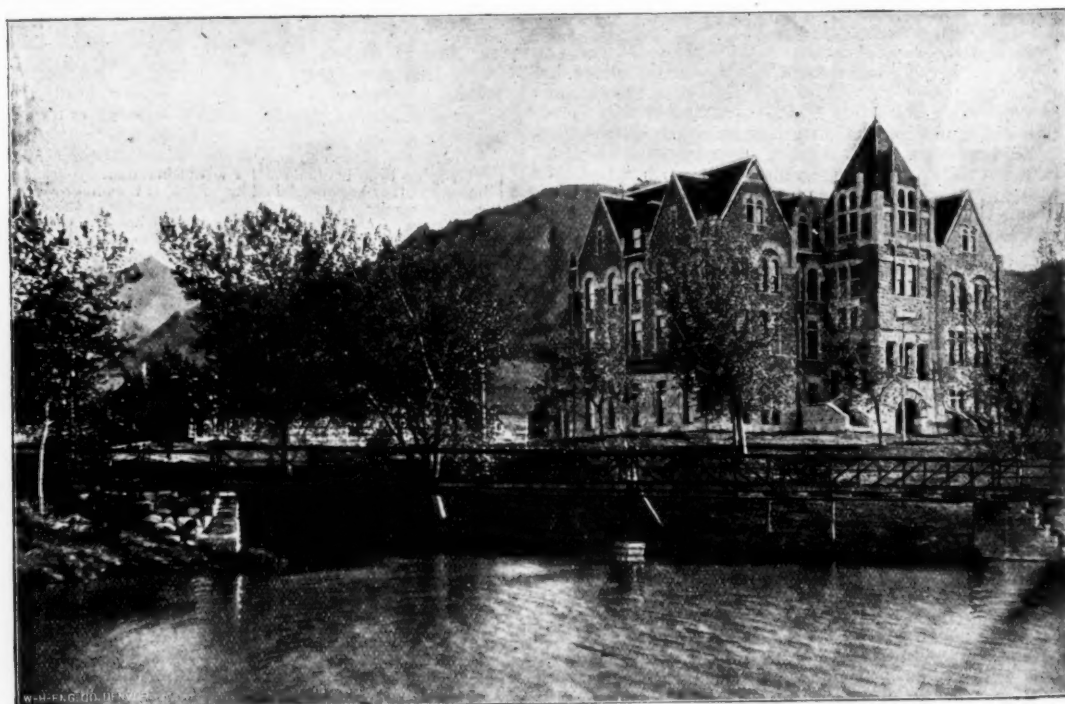
A further cause was found in the growing insufficiency of school incomes to meet expenditures. In the northern part of the country the Free Education Act had entailed a loss on many schools which had charged fees higher than the capitation grant of 10 per cent. per head allowed by the act. The committee had examined the various schemes for aid from the rates for all schools, but rejected these plans on the ground that ratepayers would then interfere with the management of the schools, and ultimately control the appointment and dismissal of the teachers, and the committee considers it of the utmost importance that this power should be retained in the hands of churchmen only, if the proper religious training of the children is to be preserved.

The committee are therefore of opinion that church schools will not hold their grounds unless churchmen bear the burden of contributing largely to their support. Yet they consider that a claim has been established for further aid from public sources and decide that such aid can best come from imperial funds. This is put in the following words:

"Many, however, of the objections which prevented unanimity as to getting aid for voluntary schools, from the rates would not apply to proposals for getting such aid from the imperial government. It has been suggested that if the imperial government, as is done to a great extent in Ireland, were to take on itself the duty of maintaining the entire staff of teachers, allowing neither school boards nor managers of voluntary schools to diminish or add to the grants so made, the working of all grants might be much simplified, and the voluntary schools might be much relieved, not only from some part of the burden which is now too much for them, but from the unfair competition in obtaining teachers to which they are now exposed. At present the school boards, with practically unlimited resources at command, have undue advantage in staffing their schools. This is no gain whatever to education generally, since it only transfers teachers from one set of schools to another. Grants from the imperial revenue are always more fair to all sorts of schools than aid from the rates. Such grants involve no risk of any objectionable interference with the application of the teachers or the management of the schools, since the interference is always strictly limited to the purpose of securing efficiency. Nor do such grants raise any religious question whatever, since the government is compelled by act of Parliament to regard such questions as outside its province."

This then is the great plank in the Voluntary party's new platform. There are a few other rather trivial recommendations, but the payment of the teaching staff direct by the state far outweighs anything yet put before the country in matters educational. The proposal, in short, means the conversion of elementary teachers into civil servants. A proposal fraught with such tremendous issues, both financial and educational, will need patient and careful examining, and I propose in my next article to give some idea of the cost of such a scheme and the feeling on the question among teachers, managers, and educationists.

Professor John Stuart Blackie, died at Edinburgh, March 2, at the age of 86. He took great interest in educational reform, and the remodelling of the Scotch universities was largely due to his influence. Of his many literary works the one perhaps most generally known among American teachers is that "On Self-Culture."



HALE SCIENTIFIC BUILDING, UNIVERSITY OF COLORADO, AT BOULDER, COLORADO.

The Central Illinois Teachers' association expects to have a rousing meeting this week at Peoria. The attendance will probably reach 1000.

Hon. S. M. Clark, of Keokuk, in an address before the recent meeting of Southeastern Iowa Teachers' Association at Fairfield made a forcible argument for the teaching of civics in the schools. He said:

"Political parties and their organs of press and speech, labor unions and the church have so far been the instructors of the people in questions of civics and socialism. These each and all are useful. But they take hold of the citizen when he is grown—with his ideas and sentiments fixed. What a gain it is to have that now neglected period between the nursery and the age of the voter and the labor union worker filled in for the young by a wise and scientific instruction in civic and social science by the public school and the instruction there given. Teach the young the science of government in the schools and he will not be a victim for the charlatan and the demagogue when he becomes a voter."

Baltimore last year expended for her public schools \$1,110,316. The total number of schools was 179. Teachers to the number of 1,626 were employed at an average salary of \$564. There having been 61,023 pupils in attendance, the average cost amounted to \$18.55 for each pupil.

### Minnesota.

The most important educational bill introduced in the state legislature this session is that by Mr. Underleak for "the encouragement of secondary education and a closer union of all educational forces of Minnesota." A copy of it should be sent to every demagogue in the national legislature, and out of it, who is railing against the extension of public aid to secondary and higher education, to show what a progressive state believes itself able to do in addition to liberal provisions for elementary schools.

The bill takes up the following subjects:

"First—State high school board. Second—Organization. Third—Classification of schools. Fourth—State examinations. Fifth—State aid. Sixth Teachers. Seventh—Expenses of board. Eighth—Records. The high school board is composed of the governor, superintendent of public instruction, president of the state university, a president of one of the normal schools nominated by the normal school board, a superintendent of high schools, and one county superintendent to be appointed by the governor, and it constitutes a board of commissioners on secondary schools for the encouragement of secondary education with power to regulate examinations, reports, acceptance of schools, courses of study, etc.

"Any city, village, or combination of school districts may unite for providing instruction which shall prepare students for the university, the state normal schools or for teaching, and may receive state aid provided the high school inspector rates it as capable of doing the work of preparation. Schools are assigned courses of study by the state board and are rated as of the first, second, third, or fourth grades, according to the number of subjects they offer. Entrance to these schools is by examination. Application of schools for admission to this list of secondary schools is granted on proof that they can furnish suitable accommodation and instruction.

"These high schools do not in any way interfere with the present state high schools. State aid is graded on the following scale, \$500 per annum for each state high school, \$400 for each "secondary school of the second class," and \$300 and \$200 for each of the two remaining classes. In addition \$40,000 is appropriated to meet the expenses to be incurred in 1895. Additional state aid is provided for by a tax of one-fourth of a mill annually levied on all taxable property in the state, the fund to be known as the "fund for aiding schools of the secondary grade." This fund to be apportioned on the first Monday of each October according to the number of pupils who have attended 125 days during the year.

"Teachers in these schools must hold state certificates. Members of the board must serve without compensation but their necessary expenses will be paid. Their report each year is made to the superintendent of public instruction. As the extra work under the direction of the board will require an assistant examiner, provision is made for the appointment of one at the salary of \$3 per day, but no compensation is to be allowed any person receiving a salary from any state institution."

### New York.

Prof. Luther C. Foster, superintendent of the graded schools in Ithaca, N. Y., died February 13, aged 72. He was for many years in charge of the Elmira public schools. He went to Ithaca twenty years ago, and had built up schools ranking third in the state. He was an assiduous worker, and had been at his desk until within a few days of his death. An additional note about this prominent teacher's work will appear later.

Prof. James Richard Monks, superintendent of the educational department of the Elmira State Reformatory, died of heart disease a few weeks ago, at the age of 51. His work in the Reformatory has made his name widely known, and attracted the admiration of educators and penologists all over the country. During the recent Reformatory investigation he stood firmly for Mr. Brockway, and his counsel was of great value to the superintendent and the management of the institution.

Prof. Washington Hasbrouck died in Newburg at the age of 71. He was born in New Paltz, Ulster county. For three years he was vice-principal of the Kingston academy, and studied law. He established classical schools at Saugerties and later at Jersey City, where he remained twenty years. Afterward he became principal of the normal and model schools at Trenton, N. J., which place he filled thirteen years. During the past five years he has resided in Newburg.

### New York City.

The Metropolitan school of Isaac Pitman Shorthand and Typewriting is soon to remove to commodious quarters in the new Presbyterian building, No. 152 Fifth avenue, corner of 20th street, where it will have all modern conveniences, as electric lighting, elevator, etc.

The principal of the school is Mr. W. L. Mason whose portrait is given below. Mr. Mason is a Philadelphian by birth, though



W. L. MASON.

his education was received in New England, and his business career has been passed almost entirely in New York city. Trouble with his eyes, due to close application to study while preparing for college, necessitated a long rest, and at this time the study of shorthand was suggested to him as likely to be helpful in whatever course he might pursue.

He devoted himself to the study with most satisfactory results. He has held the position of private secretary for a number of gentlemen in and about New York, and has been a successful reporter of many well known speakers. For many years he has been instructor in the evening school of shorthand and typewriting of the Society of Mechanics and Tradesmen.

Mr. Mason's ability as note-taker was shown in the recent examination of the board of education, in which he received the highest rating. Soon after he received the appointment of special Teacher of Shorthand in six of the most important down-town public schools.

### Hebrew Technical Institute.

The Hebrew Technical Institute has had a prosperous year. The attendance of the school increased in 1894 from 166 to 201, with an average daily attendance of 190.

The object of the institute is the education of Jewish boys of limited means in such studies as will best fit them for success in mechanical trades. It was founded in 1883 by the coöperation of the Hebrew Benevolent and Orphan Asylum Society, the United Hebrew Charities, and Hebrew Free School Association. The students are drawn from the tenement-house districts. Principal Edgar S. Barney, in his report, showed that 55 per cent. of the scholars were American born, 19 per cent. Russian, 13 per cent. Germans. Of the parents only 4 per cent. are American born, 38 per cent. Russian, and 33 per cent. German.

A three years' course is provided. The aim of the instructors is to impart a general knowledge of the mechanical sciences in the first two years, while in the third the pupil makes a specialty of wood carving, electricity, mechanical drawing, or iron working. Common school branches are also taught, and especial emphasis is put upon the English language.

The average age of entrance is 13½ years. Many applications for admission were refused, owing to the crowded quarters. It has again been deemed necessary to raise the standard for admission.

Mrs. Lewis May and Mrs. David J. Seligman were elected directors for 1895. This is the first time women have been admitted to the board. There are at present 659 members and 218 patrons of the institute.

The school does not aim to teach the higher branches of mechanical, civil, and electrical engineering, but to turn out boys who will ultimately become skilled artisans, foremen of shops, and draughtsmen.

# The Educational Field.

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|--|--------------------------------------|
| I. SCHOOL LAW AND RECENT LEGAL DECISIONS.    | III. LEADING EDUCATIONAL PUBLISHERS. |
| II. BOARDS OF EDUCATION AND SUPERINTENDENTS. | IV. SCHOOL EQUIPMENT.                |
|  | V. SCHOOL BUILDINGS.                 |

## Legal Intelligence.

By D. R. FISHER.

### EPITOME OF RECENT DECISIONS ON QUESTIONS OF INTEREST TO SCHOOLS.

1. *Conveying Scholars to and from School.*—Where the law (Acts, 1892) provides that the school shall be held at such times and places as the directors deem practicable, and the board "may use" part of the school money in conveying scholars to and from school. *Held*, that the question of transportation was in the discretion of the board, and, in the absence of intentional discrimination, mandamus will not lie to compel such transportation. *Carry v. Thompson*, Vt. S. C., Oct., 1894.

2. *Right to School Privileges.*—An act of 1893, by the Pennsylvania legislature, giving children of Union soldiers, residing temporarily in any school district, the same right to instruction in the schools of such district as resident children, does not apply to soldiers' children who are inmates of an institution amply provided by the state with funds for their education.

The fact that the managers of a memorial home, an institution provided by the state with funds for the education of soldiers' children who become inmates have neglected or failed to provide adequate educational advantages does not entitle the inmates to free admission to the schools in the district in which it is located. *State v. Directors School District, etc.*, Pa. S. C., Nov., 1894.

3. *School Officers—Removal.*—When the revised statutes (1891) provides that no county superintendent shall be dismissed by the county commissioners for immorality "without giving him ten days notice before the first day of the term of the court of commissioners on which the case is to be heard," the commissioners have jurisdiction to dismiss the superintendent at a special meeting of the board, as it will not be presumed that the legislature intended that an immoral superintendent should remain in power until a regular meeting. *City of Vincennes v. Windman*, distinguished, *Hufford v. Conover*, Ind. S. C., Nov., 1894.

4. *Teacher's License A Lawful Requirement.*—Where the laws (1890-1) provide that "no person shall be employed or permitted to teach in any of the public schools of the state who is not the holder of a lawful certificate of qualification or permit to teach, and that any contract made in violation of this section shall be void." *Held*, that where a teacher is employed who does not hold a certificate, the subsequent procurement of such license does not render the contract of employment valid, and entitle such teacher to sue thereon for a breach thereof. *Hosmer v. Sheldon School District, etc.*, N. Dak., S. C., Dec. 22, 1894.

5. *Sending Pupils to Another District.*—Under Ohio law (Rev. St. Sec. 4022) authorizing the board of education of one district to contract for the admission of resident pupils to schools of another district upon such terms as may be agreed upon, such board is not liable for pupils attending school in another district, without an express agreement therefor. *Board of Education v. Board of Education*, Ohio S. C., 38 N. E. 23.

6. *Character of School—Parochial or District.*—Issue to determine whether a school was a parochial or a district school where it appeared that the Catholic church owned the land on which the school-house stood; that the Catholic faith was taught in the school without objection, the inhabitants of the district being entirely of that faith; and that the trustees of the church contributed to the teachers' salaries. On the other hand it was shown that such school received its share of the school fund; that district meetings were annually held, and teachers hired and paid by the school board, and the business of the school conducted after the usual manner of school district. *Held*, that it was a district school. *Richter v. Cordes*, Mich. S. C. Dec., 1894.

7. *Liability for Slander of Teacher.*—A county superintendent and township trustee are not liable for falsely charging a teacher with cruelty, incompetency, and neglect in the exercise of his duties, if they act in good faith. *Branaman v. Hinkle*, Ind. S. C., 1894.

8. *Contracts made by Predecessor.*—A subsequent school board cannot abrogate a legal contract made by its predecessor, without valid reason therefor. *Farrell v. School District, etc.*, Mich. S. C., 1894.

A school trustee cannot ignore his predecessor's contracts because of mere formal and technical defects. *Sparta School Twp. etc. v. Mendell*, Ind. S. C., Dec. 9, 1894.

9. *Separation of School and Municipal Government in Cities.*

—A city cannot enjoin the payment of a warrant drawn on account of the city school district against the county treasurer for an amount fixed by the board of education as salary of the city superintendent, since the city and city school district are distinct corporations, and since, under the amended statutes (1891, p. 164) authorizing the board of education to elect a superintendent, and to fix the salary of its employees, the matter of the superintendent's salary is under the control of the board. *City of San Diego v. Dauer*, Cal. S. C., 32 Pac. R., 561.

10. *Personal Liability of Director.*—A sub-director was made defendant by reason of his having entered into a written contract with plaintiff, employing her as teacher. She having no certificate, the contract was not approved by the president of the board of directors, and was notified to stop teaching. *Held*, that defendant was not individually liable for her services. *Slove v. Berlin*, Iowa S. C., 55, N. W. 341.

11. *Authority to Employ Teachers.*—A contract of employment of a teacher entered into on behalf of the district by the director and treasurer, will bind the district, though the moderator was not consulted concerning it. *Montgomery v. State*, Neb. S. C., 35, Neb. 655.

*Note*: It would appear that a serious conflict existed between the Iowa and Nebraska courts in the above cases. An examination of the statutes, however, cures any apparent conflict, holding that no teacher shall be entitled to any portion of the common school fund, or be employed to teach, who shall not, at the time of his employment, have a certificate of qualification entitling him to teach during the entire time of his contract. The Iowa teacher was incapable of contracting, hence no liability could arise.

12. *Power to Bind Successors—Officers.*—In the absence of statutory limitations, a school district can contract with a teacher for two scholastic years, though such contract extends beyond the term for which some of the directors were elected. *Caldwell v. School Dist. No. 7, etc.*, Oregon C. C. 55, F., 372.

13. *Qualifications for Principals, etc.*—A rule requiring five years of approved experience as a teacher, to render a person eligible to the office of supervising principal of a mixed or graded school of Philadelphia, *held*, reasonable, and the requirement that such experience shall be certified by the superintendent of schools works no hardship on applicants for such office. *State (Pa.) v. Jenks*, Pa. S. C., 26 Alt. 371.

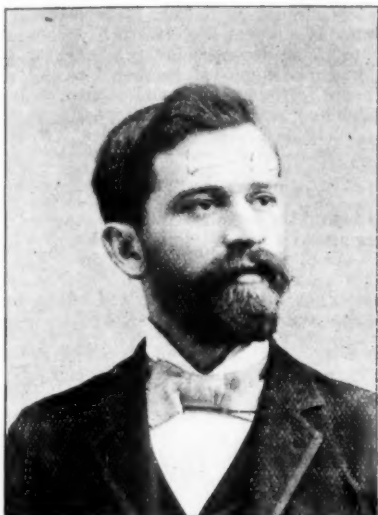
14. *Same—By-Law.*—Where a by-law of the board of education of a city provides that when the holder of a supervising principal's certificate also holds a principal's certificate mentioned in a previous by-law, and has had not less than five years of approved experience as a teacher in a public school, he or she shall be eligible to the position of supervising principal or vice-principal of any school. *Held*, that though petitioner is holder of a supervising principal's certificate and a principal's certificate, and has been elected supervising principal of a school by a sectional board of directors, where she has not had five years' experience as a teacher, the board of education will not be compelled, by mandamus, to approve her election. *Sherry v. Sheppard, etc.* Pa. C. P. C. 12. Pa. Co. Ct. R., 168.

15. *Power to Discharge Teacher.*—Where section 1793 of the Code provides that school teachers, "When elected, shall be dismissed only for violation of the rules of the board of education or for incompetency, unprofessional or immoral conduct." *Held*, that where a teacher was elected in 1886 "for the ensuing year," and continued in her position for two succeeding years without further act of the board, she was not elected for life, subject to removal only for cause, but could be dismissed at the end of the year.

If the board had no power to elect for a year, then the election was void, and the teacher was employed at the pleasure of the board, subject to be discharged, as any other employe without a fixed term of employment. *Marion v. Board of Education, etc.*, Cal. S. C., 32 Pac., 643.

16. *Chastisement, Object of—Pain and Abrasion.*—The legitimate object of chastisement is to inflict punishment by the pain which it causes as well as the degradation it implies; and it does not follow that a chastisement was cruel or excessive because pain was produced or abrasion of the skin resulted from a switch used by the teacher. When a proper weapon has been used, the character of the chastisement, with reference to alleged cruelty or excess, must be determined by the nature of the offence, the age, physical, and mental condition, as well as the personal attributes of the pupil, and the deportment of the teacher. The presumption of duty and innocence of unreasonableness is with





H. C. CUTTING,

Newly elected State Superintendent of Public Instruction of Nevada.

the teacher. *Vanvactor v. The State*. Ind. S. C., 113 Ind. 276.

17. *Teaching of German—Demand—Insufficient Funds no Excuse.*—Where (under stat. 1881) the requisite demand is made on the board of school commissioners for the teaching of German in certain schools of a city, the requirement of the statute is not met by providing that the language shall be taught in another school of the city when the pupils have reached a certain grade, but it must be taught in the particular school where the demand is made.

The board cannot set up a lack of funds as an excuse for their refusal to introduce the study of German, where it appears that studies not named in the statute as required studies are taught at an expense greater than would be necessary for the teaching of German. *Board of Commissioners etc., v. Sander*. Ind. S. C. 129, Ind. 14.

## Boards of Education.

In re-electing city superintendent Charles M. Jordan, the board of education of Minneapolis has showed their appreciation of eminent administrative ability and faithful service. After the election the following resolutions were unanimously adopted:

"Satisfied that our schools have made steady progress under the direction of the present superintendent, C. M. Jordan, the board of education, approving of his wise and economical management, do hereby

*Resolve*, That we hereby express our appreciation of his efficient services and our confidence in his ability to maintain the present high standard of schools, and to assure him of our support in all efforts to further increase their usefulness and promote their efficiency."

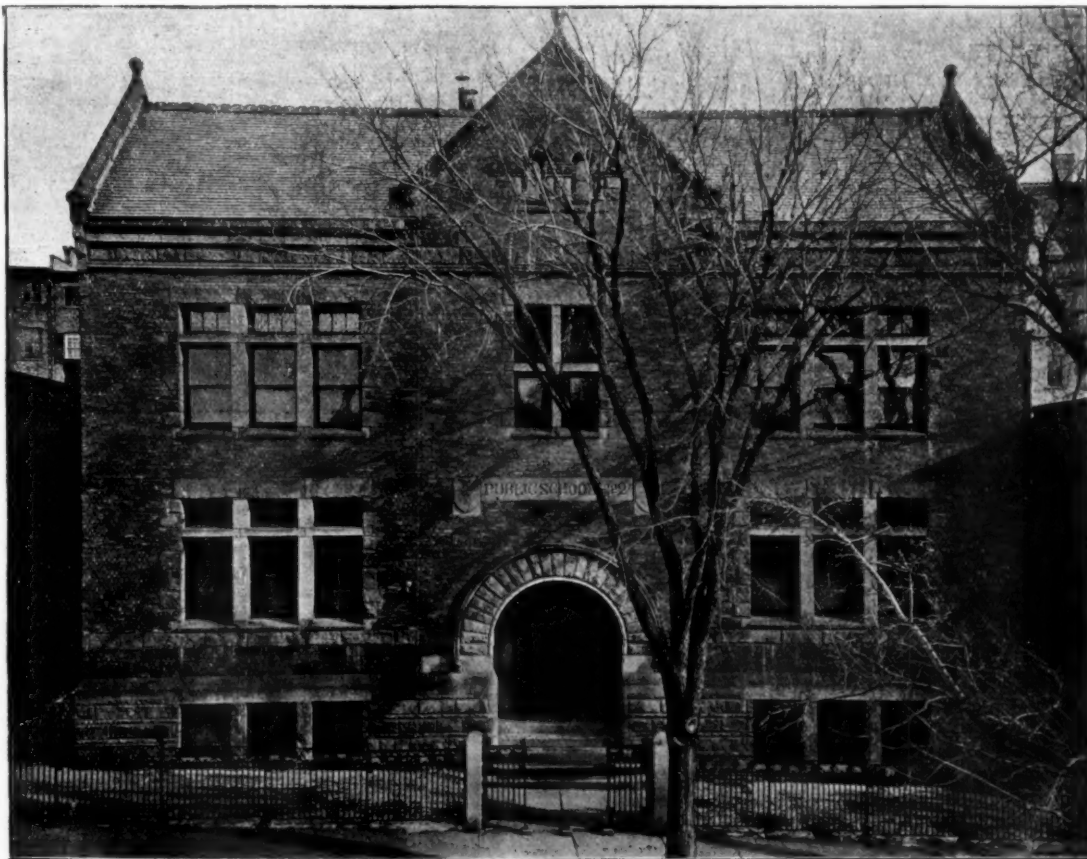
Mr. Jordan is one of the most progressive and successful city superintendents in the United States. Why does not Minneapolis appoint him for life? Other cities have set the example in regarding superlative merit in this way.

The school commissioners of Syracuse, N. Y., have turned their attention to the hygienic seating of school children. This is to be commended. Few school boards consult more than their pocket-books when it comes to buying desks for the schools. There is much truth in the charge of the *Syracuse Standard* which says:

"The ordinary furniture in public school rooms is designed solely with a view to economize space and cheapen produce. Growing children are compressed into positions in the study hours that cannot fail to dwarf their stature or twist their limbs. Few people are appreciative of the physical harm done boys or girls by being assigned to sittings without reference to their differences in size and build."

Baltimore is about to reorganize its school board. It is hoped that this time the work will be thoroughly done. A change is imperatively needed there. The politician must be effectively made to understand that he must keep his hands off the schools. Mayor Latrobe is heading the reform movement.

Detroit, Mich., will shortly elect nine new school inspectors. The great majority of the present inspectors, the *Tribune* of that city says, are "notoriously incompetent and improper persons." There is need for the citizens to get together and choose intelligent men and women who can be depended upon to devote themselves to the advancement of the interests of the schools. The politicians should not be allowed to make up the slate, as was done in former years.



SCHOOL NO. 2, ALBANY, N. Y.

New York city has not yet made any provision for the establishment of public high schools. Why do not the Good Government clubs push this matter and arouse public sentiment to an appreciation of the desirability of such institutions? There certainly is a good opportunity now that the state legislature is alive to the educational needs of the city and has passed the five-million-dollar appropriation for the elementary schools. The example given by other large cities would strengthen the movement for the establishment of such institutions. Boston, for instance, has ten high schools; Philadelphia, four; St. Louis, three; Brooklyn, two; and even Buffalo believes itself able to support two high schools.

The St. Louis school committee is considering the question of introducing instruction in shorthand in the higher grades of the elementary schools.

Buffalo, N. Y., has about the worst school system of any city in the United States. The superintendent of education there is elected by popular vote, and no matter how honestly and successfully the incumbent of that office may have labored for the constant improvement of the schools, he is compelled to go through the ordeal of a political campaign every three years. There is but one other city that shares the unenviable distinction of thus choosing its superintendent and that is San Francisco. But Buffalo has not even a school board. It has only a board of examiners appointed by the mayor, who are called upon to do professional work, such as examining teachers, inspecting, and reporting on the work of the schools, etc. This board is composed of a society woman, a physician, a lawyer, a business man, and a real estate agent; hence, of people who have had no pedagogical training whatever. The duties that are usually given over to a school board are divided between the superintendent of education and the common council. The schools, as THE JOURNAL showed some time ago, are doing good work in spite of this ridiculous organization. But that should not keep the citizens of that otherwise progressive city from making urgently needed changes in the system. The plan proposed by the Citizens' Association should be adopted; it is in its principal provisions equal to that suggested by the "Committee of Fifteen."

The plaint of the Springfield, Mass., *Republican* is perhaps not altogether unfounded. It writes:

"Free text-books used in common in the public schools is made a cause of the alleged growing prevalence of diphtheria in the Boston schools, and so some people are advising that the books be sterilized. We notice in this connection that bacillus No. 41 has just been discovered. If this thing keeps on, we shall have to sterilize the children every morning and all others who venture out of doors, or to take to the woods in aboriginal habit. The lengths to which medical research is leading us is really painful."

At Mount Vernon, N. Y., the school board has been stirred up over the determined stand of Trustee Meyers, who holds that only graduates of normal schools should be employed as teachers, on the ground that the law requires it, and because he believes that it lowers the grade and is an injustice to the children and a discredit to the board to engage teachers who have not had a

thorough normal training. If Mr. Meyers would modify his argument somewhat by adding that teachers having qualifications equal to those possessed by graduates of good normal schools might also be employed, he should receive the full support of the board. No teacher should be employed who had not had a good course of training in the theory and practice of teaching.

### New York City.

A bill has passed the assembly and been reported in the senate appropriating nearly a million dollars for a new site and buildings for the College of the City of New York. The five-million-dollar appropriation asked for by the school board for the elementary schools has already been granted. Now let the legislature take up the establishment of high schools.

The New York *Times* is too severe in its criticism of Prin. Haaren, of Brooklyn, but many of its statements deserve support, particularly the one endorsing the proposition to have some educational specialists appointed as members of the school board. It says in part:

"If the mayor really wants to improve the educational system of Brooklyn," said Mr. Haaren, "let him appoint thirty common-sense business men, not educational specialists, as members of the board of education. That would be welcomed by the teachers." Would it, indeed! What, in the name of ferrules and foolscap, is a 'common-sense business man,' and what is an 'educational specialist'? Truck drivers, keepers of stands in Fulton market, contractors who carry garbage out to sea, and masters of sloops who bring clams from the Great South bay are all common-sense business men and valuable citizens. So are milkmen, plumbers, hotel stewards, and are infinitely more representative of commerce and trade. From these, apparently, Mr. Haaren would form his ideal board of education. Froebel, Pestalozzi, Herbart, William T. Harris, Dr. Wayland, Timothy Dwight, Daniel C. Gilman, Charles W. Eliot, Mark Hopkins, James McCosh, Eliphalet Nott, Andrew D. White, and Charles Francis Adams are, or were, wretched 'educational specialists,' every one of them. Mr. Haaren and 'the teachers' would have no 'welcome' for any men of their kind Brooklyn may possess!"

The *Evening Post* daily prints a list of members of the board of education "who ought to go." Besides those already removed by Mayor Strong the following names appear:

Charles H. Knox	term runs till Jan. 1, 1898
Albert J. Elias	" " Jan. 1, 1898
R. Duncan Harris	" " Jan. 1, 1896
Randolph Guggenheimer	" " Jan. 1, 1896
James S. Coleman	" " Jan. 1, 1896
Joseph A. Goulden	" " Jan. 1, 1896
Charles L. Holt	" " Jan. 1, 1897
John L. N. Hunt	" " Jan. 1, 1898

Mayor Strong appointed the following school commissioners on Tuesday:

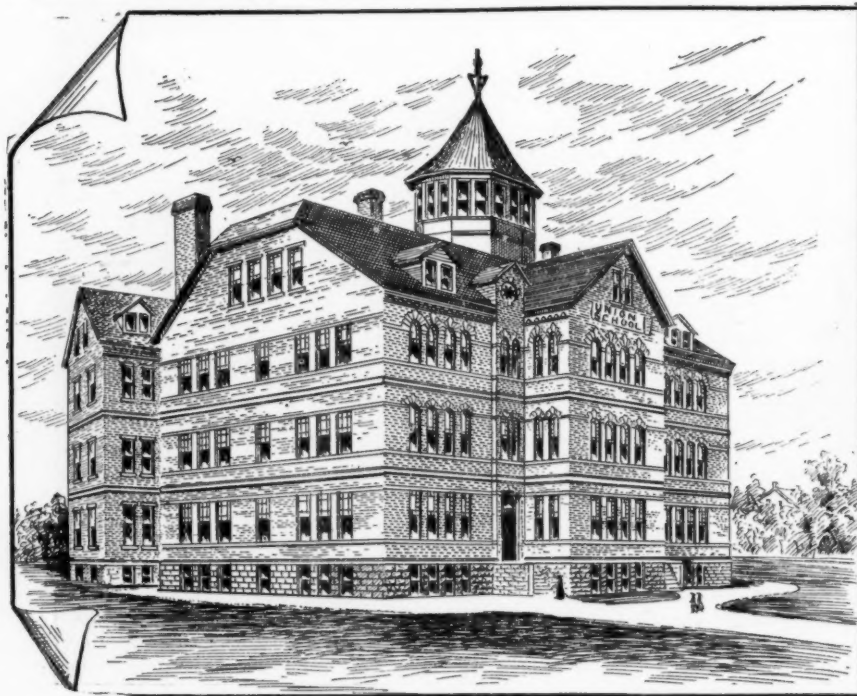
C. C. Wehrum, in place of George Livingston, removed.  
Nathaniel A. Prentiss, in place of Miles M. O'Brien, removed.  
J. J. Little, in place of James W. McBarron, removed.  
William H. Hurlbut, in place of Thaddeus Moriarity, removed.

Mr. Wehrum has been a member of the school board before for three years, and is regarded as one of the most useful members that body ever had. He is a vigorous and indefatigable worker who takes interest in school inspection, mainly with reference to buildings and sanitary conditions.

Mr. Prentiss is a lawyer, and a graduate of Harvard. He studied law at the Columbia college law school, and was admitted to the bar in 1862. He was for some time a trustee of the Teachers college, and has in many other ways manifested his interest in educational matters.

Mr. Little is the head of the well-known firm of J. J. Little & Co., printers and bookbinders. His appointment is viewed with particular pleasure by the friends of the schools. He made a splendid record by his former services in the board, where he served about three years, and was a member of some of the most important committees.

Mr. Hurlbut is a retired merchant, and a graduate of Yale university in the class of 1860, being the secretary of his class, receiving the degree of M.A. a few years later. Mr. Hurlbut has never been active in politics, but has for many years taken an active interest in ed-



UNION SCHOOL, CHARLESTON, W. VA.

educational theory and practice, and will give all his attention to the needs of the schools.

### School Reports Received.

TACOMA, WASHINGTON.—Fifth annual report of board of education. Value of school property, \$712,544.82. Value of apparatus, furniture, and books, \$35,935.79. Number of school buildings, 15. Number of pupils enrolled, 5,174. Manual training was introduced into the high school two years ago with good results.

SYRACUSE, N. Y.—Forty-sixth annual report of the board of education. Number of teachers, 320. Number of pupils registered, 16,076. Evening schools were maintained during the winter, with registration of 299. An evening class in mechanical and architectural drafting in the high school had an average attendance of 56. Individual school libraries have been placed in each school. A teachers' training class registered 34 members.

SPRINGFIELD, MASS.—Report of the school committee and superintendent. Value of school property, \$971,860.72. Value of apparatus, books, supplies, \$28,602. Value of machinery, etc., in manual training school, \$5,188.78. Salaries of teachers, \$151,221.27. Number of kindergartens, 3, each having fifty pupils enrolled. Manual training is conducted in three departments,—high school, senior grammar, including eighth and ninth grades; and intermediate grammar, including grades four to seven. In the normal training school the course of study includes instruction in the principles of pedagogy, school management, history of education, and English branches. Students are required to observe the teaching of the regular teachers and make careful written reports of their observations to the principal. After some months of this work, the student teaches an hour or more daily, under the supervision of the principal and regular teachers. In the grammar grades nature study has been extended as far as the fifth grade (inclusive). In the cooking school the course consists of twenty lessons, covering a course of twenty weeks. Evening classes were in session two evenings each week.

STATE OF IOWA.—Department of public instruction, Des Moines. High school statistics.

MORRISTOWN, TENN.—Seventh annual report of the schools. Number pupils enrolled, 531. Value of school property, \$21,593.

BROOKLYN, N. Y.—The Adelphi academy. Twenty-fifth annual catalogue.

MISSOURI.—University of the state of Missouri. Biennial report of the board of curators.

NEW HAMPSHIRE.—Catalogue of the New Hampshire college of agriculture and the mechanic arts.

GRENADA, MISS.—Catalogue of the Grenada collegiate institute. Report of the superintendent of Indian schools.

BOULDER, COLORADO.—Ninth biennial report of the regents of the University of Colorado.

NEW HAMPSHIRE.—Annual report of the trustees, superintendent, and treasurer of the industrial school of the State of New Hampshire.

DISTRICT OF COLUMBIA.—Report of the board of public schools. Number of white pupils, 26,242. Number of colored pupils, 14,436. Number of teachers, 942. Cost per pupil, 24.83. An exhaustive report of the work in manual training is given. Of the 942 teachers 546 are graduates of the Washington normal training school, 58 are graduates of other normal schools, 88 graduates of colleges, 2 graduates of colleges and normal schools, and 239 graduates of neither college nor normal school. "The number of graduates from normal schools and colleges is made relatively smaller by the fact that most of the special teachers are not graduates of such schools, but in every instance such teachers have been specially trained, and, although not appearing in the above tables, should be considered as teachers specially equipped for their work."

## School Equipment.

### Improved Scientific Instruments.

In order that the National Course in Physics, as indicated by the report of the Committee of Ten, may be more thoroughly understood the Franklin Educational Company, Boston and Chicago, have issued a new and very comprehensive catalogue, fully illustrated, and with copious references to standard authors for all the experiments therein required.

The company for several years have been so perfecting in their output that they are able to equip laboratories with the very best of apparatus at a minimum cost. They are continually placing improvements before their patrons. One of these is the Franklin Spring Balance, with English and metric graduations, 8 oz. and 250 g. divided into  $\frac{1}{4}$  oz. and 10 g. The index is so arranged that it may be used for either horizontal or perpendicular exact readings.

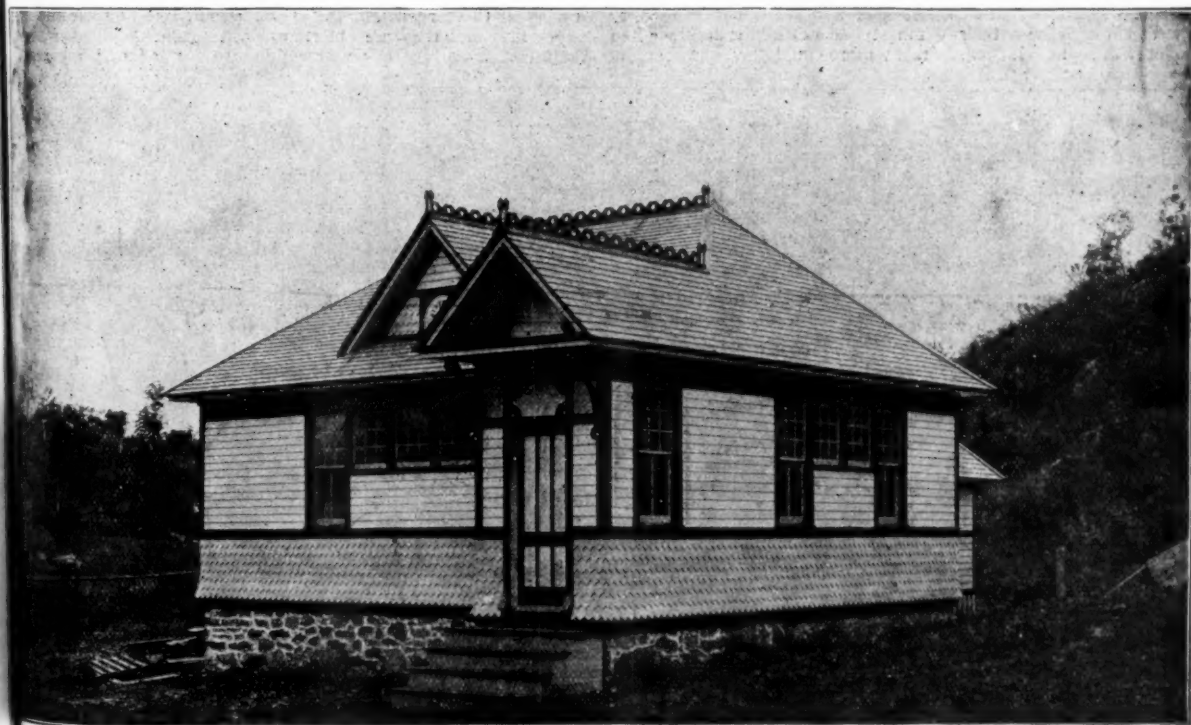
One of the most recent and improved publications in the school-book line, and one calculated to arouse an intense interest among instructors in natural science is *Elementary Lessons in Physics*, by Dr. E. H. Hall, of Harvard university, designed especially for use in grammar schools. To accompany this, the Franklin Educational Co. have issued a handsome, illustrated catalogue, arranging for each exercise a full and complete description of the apparatus required for performing the experiments in the laboratory; together with a brief résumé of the success with which this course has met in the Cambridge schools, where it was thoroughly tested in the year 1893-94.

A well-equipped factory and exceptional facilities for importations through its European agents, enable the company to promptly supply all kinds of chemical laboratory apparatus. Long experience in the matter of bacteriological supplies has enabled them to present for purchase the very best lines of microscopes and microscopic accessories.

An improvement that will be warmly welcomed by all microscopists is the Franklin Staining Dish.

The catalogue of the company will be sent by application either to the Boston or the Chicago house.

Important old writings have been recovered from what are known as palimpsests; that is, parchments whose written characters have been erased in order that they might be used a second time. As the erasure is never perfect the old text can be read in one way or another. Photography has long been employed as an aid, the old writing, though invisible to the eye, having affected the paper sufficiently to appear feebly in a photograph, together with the more recent characters. A process recently devised at Berlin, goes still further and causes the modern writing to disappear entirely, leaving only the ancient characters on the photograph.



DISTRICT NO. 9, STAR LAKE, ADIRONDACKS, ST. LAWRENCE COUNTY.

THE JOURNAL is indebted to the New York State Department of Public Instruction for this illustration.



# School Buildings.

## Berlin's Newest School Building.

[SPECIAL CORRESPONDENCE.]

The new public school building which has just been dedicated by Supt. Bertram has one feature that I do not know any other public school in the world to have, that of baths for all the children free of cost. I have spent two or three days in a careful study of the building from cellar to garret and saw many things which would be of profit to not only American teachers, but also to boards of education, whom I suppose since the new departure of *THE JOURNAL* in introducing a department of interest to them have become readers of that paper. I was exceedingly fortunate in meeting the city architect who had planned and built the school building, and who very kindly by use of section plans and drawings showed me all the details of heating, ventilation, etc. And still more am I indebted to the genial principal of the girls' school, Rektor Hermann Lincke, who gave me all of the time, information, and assistance I could ask.

Passing through the portal of the Catholic public school into the yard you come face to face with a long, three-story brick building having two main entrances; over one you read "Mädchen Schule," and over the other "Knaben Schule." These three schools, the Catholic school and the last two mentioned, which are evangelical, are in one yard, but separate in management, control, and in their faculties. They accommodate over 3,000 school children. The city has found it much more economical to secure a good-sized school site and place three schools on it, and I understand that will be the future policy of the school board as far as possible to carry out. Good light and free air can be assured, while some of the buildings can be used in common by all of the schools.

The Catholic school is taught by Catholic teachers and the Protestant schools by Protestant teachers. Both alike are free and are supported at public expense, both are under the direction of the public school authorities, and both have the same course of study and are subject to exactly the same requirements excepting in religion which is under the control of their respective confessions. I shall give my attention to the evangelical school building (for boys and girls), as it is the new building mentioned by the superintendent. Nothing special need be said of the external architecture of the building only that it is simple, plain, and inexpensive, but of neat and pleasant appearance. At one side of the yard is the large gymnasium which serves for all three schools by an adjustment of hours. I should say that it is about 90x40 feet, with a ceiling perhaps 40 feet high, being the largest one in Berlin for common school purposes. The floor space is so ample that two classes of about 120 children which went through with their gymnastic work in my presence had plenty of room. Indeed, as many more could have exercised at

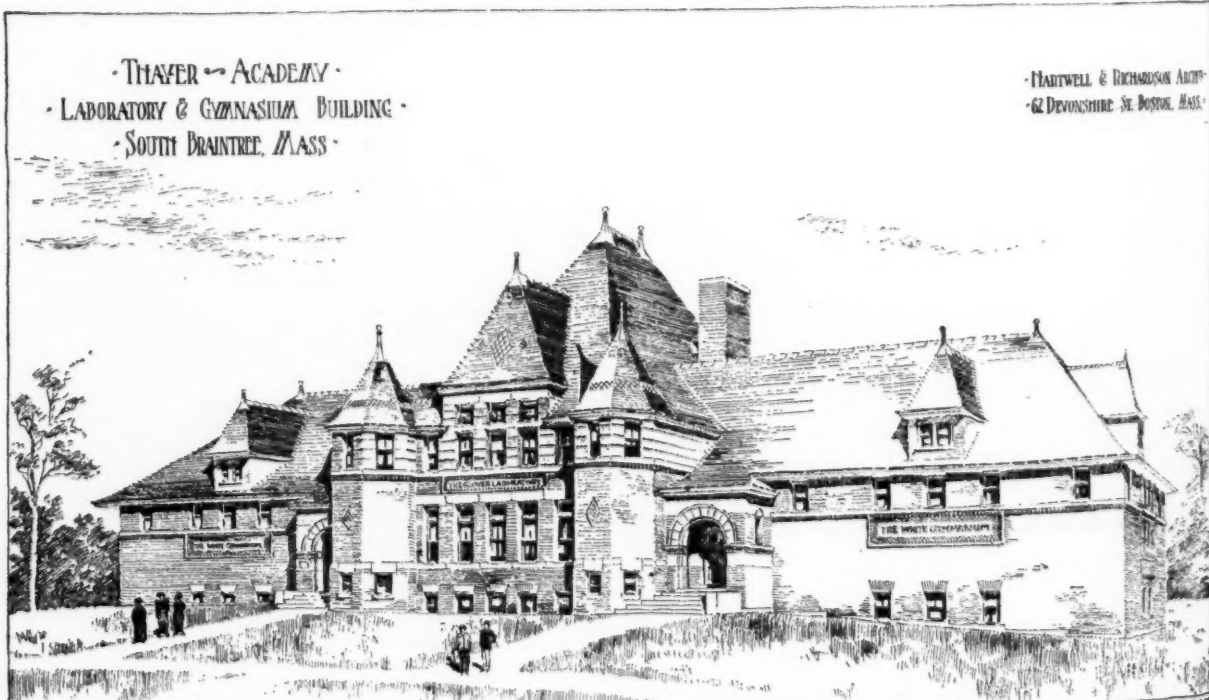
the same time without inconvenience. The gymnasium is finely fitted out with all necessary and modern apparatus.

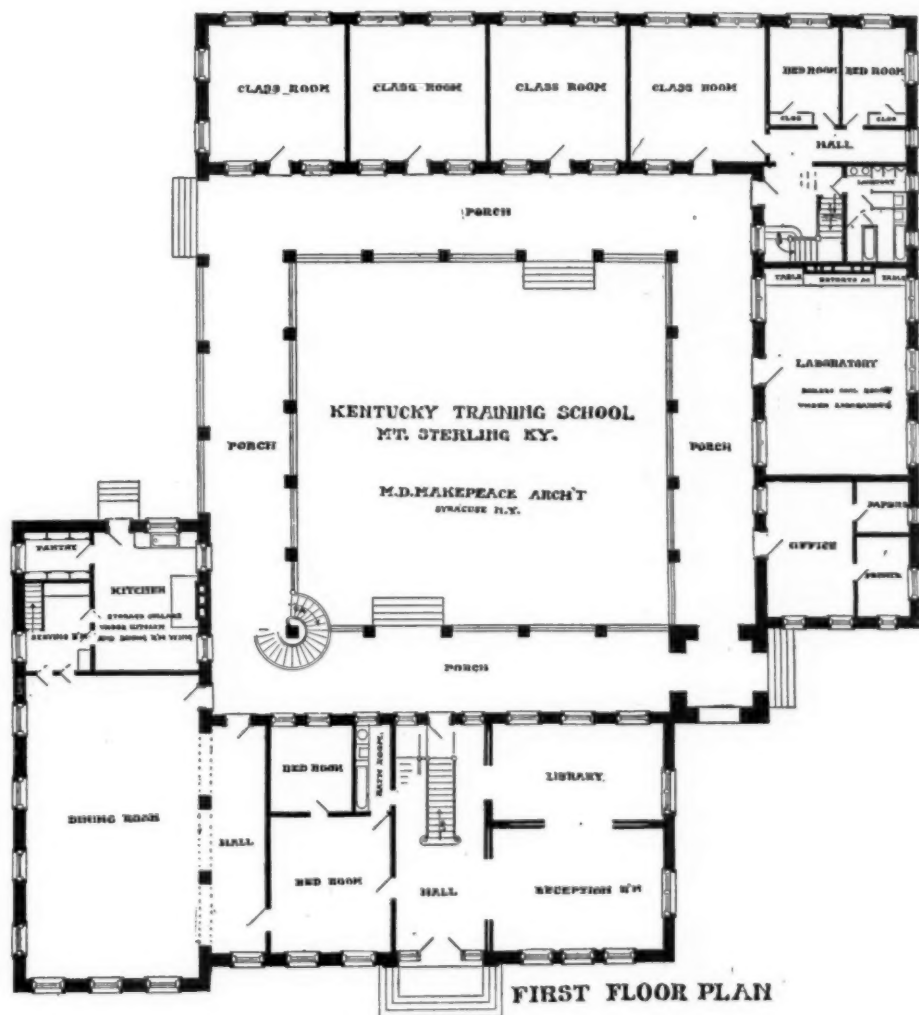
The water-closets are in separate buildings, that for the boys being on their end of the school building and that for the girls on the opposite end of the yard near the girls' division of the school. Experience leads the German authorities to believe it to be unwise to place the closets in the basement or in the school building at all. The school yard has horizontal bars, ladders, and other outdoor apparatus for gymnastics when the weather is suitable.

Entering the building one is struck by the solidity with which everything is built. The wide, granite steps, the solid, heavy doors, the excellent floors give an idea of strength and stability. The granite steps with iron banisters reach to the top of the building, thus making the stairways, the most dangerous places in time of fire, practically fireproof. The tops of the banisters, however, are hard wood highly polished giving a pleasant effect. Near the entrance is the rektor's office. On either side of the wide corridors are class-rooms. In all of the older buildings the class-rooms are only on one side of the corridor. The corridor runs through the building the whole length, being divided in the middle by double doors to separate the two schools. At each end of the building is a stairway and a door leading out of doors. Near the middle of the building is the wide stairway, one in each division of the building, and also a door leading to the back yard. The class-rooms are about 20x30, I judge, with, say, 12 or 14 foot ceilings.

The light comes always from the left side and is ample for ordinary times, and gas is provided in case of especially dark days. Hooks for clothing are placed along the sides of the room which are used to supplement those in the corridors. There are never wardrobes provided, the clothing being hung up in one of the two above mentioned places. The blackboard is back of the teacher's desk never directly on the wall around the room, and is double, one board being back of the other and the two parts moving up and down on a pulley at will. Thus the teacher can place work on the board and pull the other part down over it until he wishes to bring it to view. On the top floor is the assembly hall, which, by the way, is not used for opening exercises, they being held in each class-room by itself, but for public exercises on holidays, national and church, for public examinations, for the singing classes, and for drawing. Besides the rooms already named there is a store-room for apparatus, a faculty room, etc.

The above description of the interior of the building would answer in general for most of the school buildings. There are two features in connection with this school that are peculiar to it. The first is the so-called "Hoft" which means literally a safe retreat. Two rooms are set apart in the Catholic school, one for boys and one for girls, in which children of poor parents both of whom must go away from home to earn their daily bread, are cared for during the afternoon until seven o'clock. There are forty children of each sex who are placed in charge of a teacher around tables in these rooms, and who are required to do their school work first and then are entertained with games and otherwise amused. They are given something to eat before being sent





SEE VIEW OF BUILDING ON PAGE 280.

### Mt. Sterling, Kentucky, Training School.

The walls of the main building and of the dining-room wing and of the tower entire, and of the first story of the other portions are to be built of brick with terra cotta trimmings; using, preferably, a light buff brick with light brown terra cotta. Quoins of window openings, where shown, and window arches are to be of brick, a darker shade than that used in the walls. The second

story of the barrack wings to be of what is known as half-timber construction. The exterior finish is very plain, the work being very substantial and massive in appearance rather than over-ornamented, the floors throughout to be of hard wood. All plumbing, etc., to be of the best and according to the most modern ideas. The entire building to be ventilated in connection with the heating apparatus; steam heat to be used. Estimated cost, everything first class, about \$38,000.

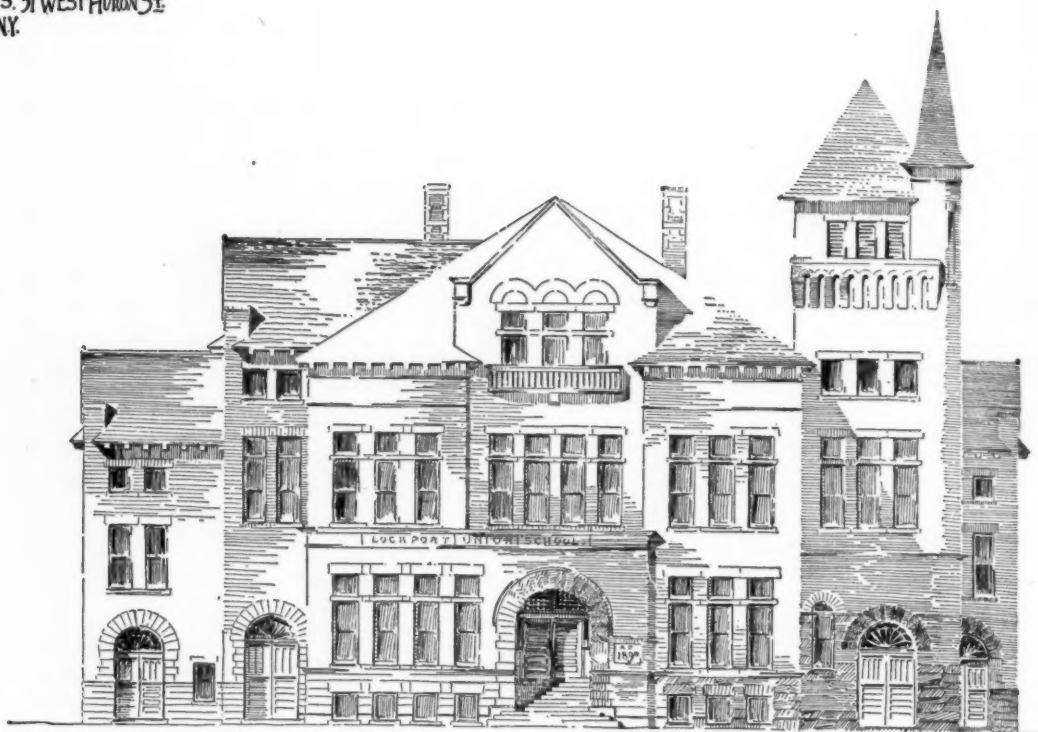
home. Care is taken to find out the cases of the greatest need, and only children who attend school are admitted. Thus parents who must be away at work may feel sure that their children are under good care; in the forenoon in school and afternoons in the "Hort." This retreat is by no means circumscribed by religious bounds, nor is it simply for the children of these three schools, but for all of the section of Berlin known as Moabit. There are other places of this character in other parts of Berlin in which the broadest and truest philanthropy is exercised. I may mention another philanthropy in connection with the schools under charge of some wealthy ladies. Each morning a basket full of rolls is sent to each school and every child who had no "breakfast" to bring from home is given one.

Now as to the baths alluded to at the beginning of this article, the apparatus for heating the water and the bathroom is entirely separate from the heating apparatus of the school, as it is designed for use throughout the year and therefore would sometimes be in use when the school would not need to be heated. The bathroom was situated in the basement, the hot water tank being on the floor above to give proper pressure. There is a series of fourteen open stalls each provided with apparatus for shower bath, and twice that number of stalls for undressing and dressing. The manner of conducting the bath is as follows: Each boy brings from home a towel and each girl in addition to a towel a cap and a bathing dress. The bringing of the necessary things

implies the consent of the parents, as it is entirely voluntary. Nearly every child in a healthy condition gladly takes advantage of the privilege—that is, children of the middle and upper grade (8-14) those of the lowest grade not being admitted. Fourteen children at once are sent to the bath-room, each of whom takes a stall and quickly prepares for the bath. This takes about five minutes, after which upon word of command they go to the bathing places and the bath master (or mistress) turns on the water. Five minutes is given to the shower bath the water at first being comfortably warm (35° Celsius) and finally very cold in order to close the pores. Again at word of command they are sent back to clothe themselves for which five minutes are given. In the meantime another division has arrived and begin to prepare for their bath. Thus in fifteen minutes fourteen children are given a bath. From the bath-room they are sent to the drying-room on an upper floor where their wet things are hung up. Two hundred children are given a bath in the forenoon without seriously disturbing the work of the school. The entire cost of this bathing outfit is only about \$1,500. When one considers the immense value to these poor children, not alone as a means of pleasure and health, but also as contributing to habits of cleanliness and good order, a most important factor of education, one could wish that American boards of education and philanthropists might take up this idea and introduce it in our schools wherever possible.

Berlin, Germany, Feb. 8, 1895.

LOCKPORT UNION SCHOOL.  
BETHUNE, BETHUNE & FUCHS,  
ARCHITECTS, 51 WEST HURON ST.  
BUFFALO, N.Y.



FRONT ELEVATION.

### School Building Notes.

#### ALABAMA.

BRIDGEPORT.—The new Vanderbilt school will soon be built. Write E. L. Lee.

#### CALIFORNIA.

LOS ANGELES.—Board of education wish to spend \$475,000 on ten school buildings, including a high school to cost \$120,000. There will be a special election to appropriate this sum. Write the building superintendent.

#### CONNECTICUT.

NEW BRITAIN will build an addition to school. Arch., F. I. Davis.

NEW HAVEN.—A new school, latest improvements. Cost \$90,000. Arch. W. H. Allen; also four story brick and stone school, cost \$75,000. Arch., L. W. Robinson.

NEW LONDON.—Arch. P. Donnelly has planned a \$6,000 school.

#### INDIANA.

DELPHI will erect a new school. Address Trustee Weidner.

GOSHEN will build a \$15,000 school.

INDIANAPOLIS.—Three eight-room schools will be built. Arch., Sherer.

LAFAYETTE.—\$15,000 will be spent on a new school.

LOGANSPORT.—Society of St. Vincent de Paul will build a school. Write M. E. Campion.

#### ILLINOIS.

CHICAGO.—Arch. August Fiedler has prepared plans for seven fine school buildings with all improvements. Write John A. Guilford. Also a 21-room school with assembly hall.

DANVERS.—The high school was burned. Loss \$4,000.

MARSHALL will erect a new school. Write W. B. Hodge.

QUINCY will build a new school. Write Albert Dunaree.

#### IOWA.

ODGEN will erect a new school. Write E. H. Melott.

#### KANSAS.

CHEROKEE.—A new brick school to cost \$15,000. Write J. F. Price.

#### LOUISIANA.

RUSTON is building an industrial school.

#### MICHIGAN.

DETROIT.—Arch. Geo. Schroeder has planned a school to cost \$4,000.

BAY CITY will build a \$30,000 school. Write city recorder.

#### MINNESOTA.

CROOKSTON will issue bonds to build a \$10,000 school.

DULUTH will build three school buildings. Write H. W. Pearson.

GRAND MEADOW will erect a school.

HIBBING will build a school.

KASSON.—Write R. Taylor for particulars about a new school.

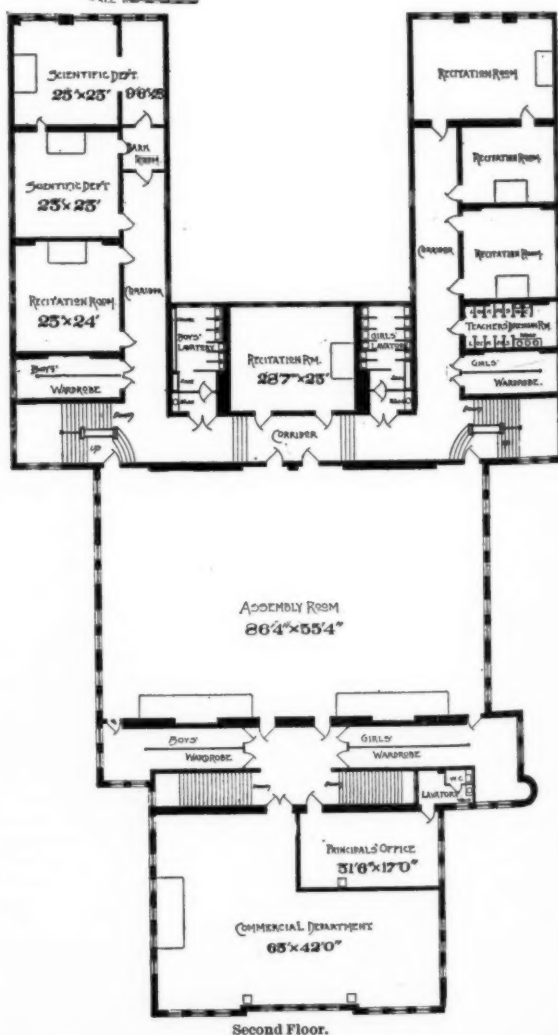
MINNEAPOLIS.—The mayor proposes to have the legislature authorize \$250,000 of bonds to build schools.

#### MISSOURI.

ST. JOSEPH.—Plans have been prepared for a new high school.

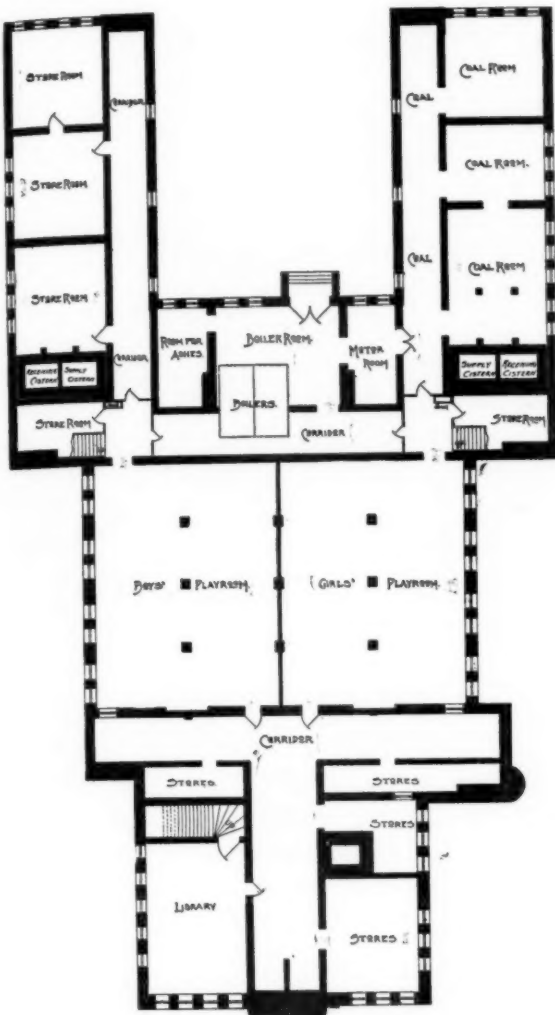
#### MONTANA.

GREAT FALLS has appropriated \$90,000 for new schools. Write A. E. Caulfield.

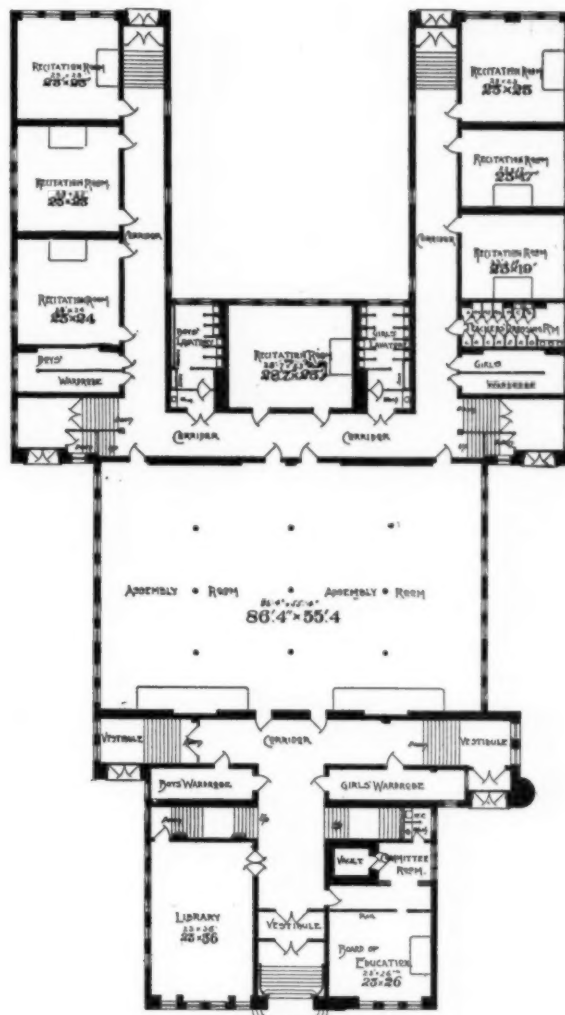


Second Floor.





Basement Floor.



First Floor.

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MASSACHUSETTS.

BOSTON.—Rev. P. Ronan will erect a school to cost \$75,000. Archs., W. H. & J. A. McGinty.

BROOKLINE will erect a new school. Cost of site \$30,000.

NORTHAMPTON will build a \$25,000 high school. Write John Mather.

MARYLAND.

BALTIMORE will build a school to cost \$35,000. Write J. T. Oster.

NORTH DAKOTA.

LUCCA will build a new school. Write E. T. Dan'eldson.

NEW JERSEY.

ELIZABETH.—Board of education have adopted plans for a school to cost \$52,000.

NEW YORK.

BUFFALO will advertise for designs for a high school on Masten Park, to cost \$125,000.

ST. JAMES.—School board will erect a school to cost \$3,500.

OHIO.

COLUMBUS.—Arch. D. Reibel has prepared plans for a nine-room school to cost \$23,000.

SPRINGFIELD will build a fine ten-room school. Write O. H. Miller.

TOLEDO will build several schools. Write Jos. P. Hanley. East Toledo will build a \$35,000 school. Archs. Mills & Wachter, Toledo.

SALINEVILLE will build a new school. Cost \$20,000.

ONTARIO, CAN.

PORT HOPE.—Trinity college burned. Loss, \$80,000. Insured for \$45,000.

PENNSYLVANIA.

HARMONSBURG will build a new school. Write W. A. Smith.

JEFFERSONVILLE will erect a two-story public school. MILLVALE will build a school to cost \$15,000.

WILKINSBURG will erect a school. WYOMING will build a four-room school. Write W. S. Jacobs.

WASHINGTON will build a two-story brick school-house, at about \$3500 for edifice. Contract is not yet let, but the ground has been purchased.

CANONSBURG voted to build a newschool-house of sixteen or twenty rooms. W. C. Black, principal.

CHARLEROI voted school improvement. An eight or ten-room house contemplated. John Snodgrass, principal.

SOUTH CAROLINA.

ANDERSON.—Plans are being made for a large handsome school, every improvement. Address the mayor.

SOUTH DAKOTA.

GETTYSBURG will build a school. Write Milam Booth.

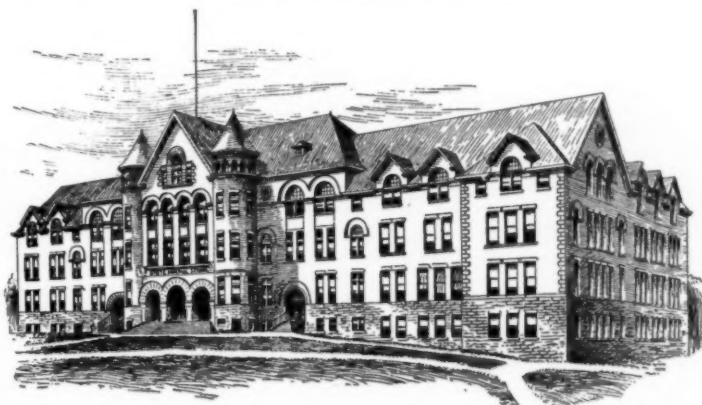
TENNESSEE.

SPRING CITY will build a \$20,000 school. Write M. V. Reid.

WISCONSIN.

EAU CLAIRE will erect a public school. Cost \$20,000.

JEFFERSON will issue bonds for a \$20,000 school.



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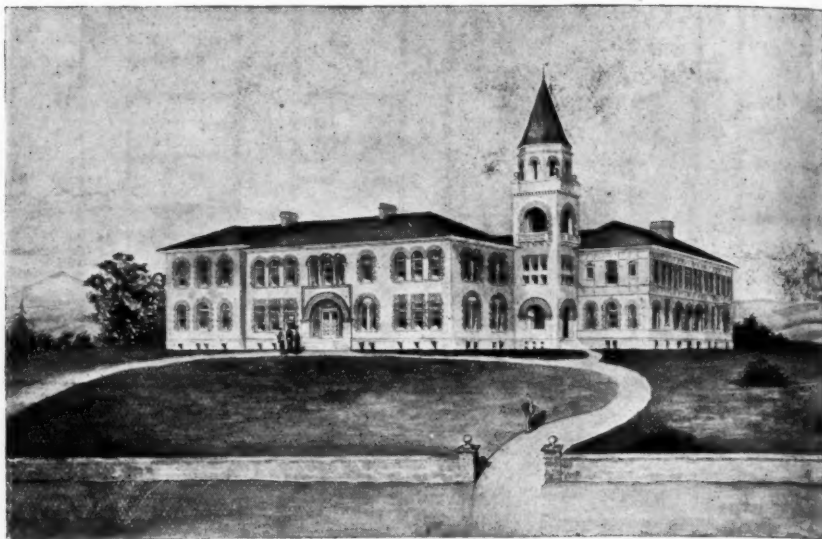
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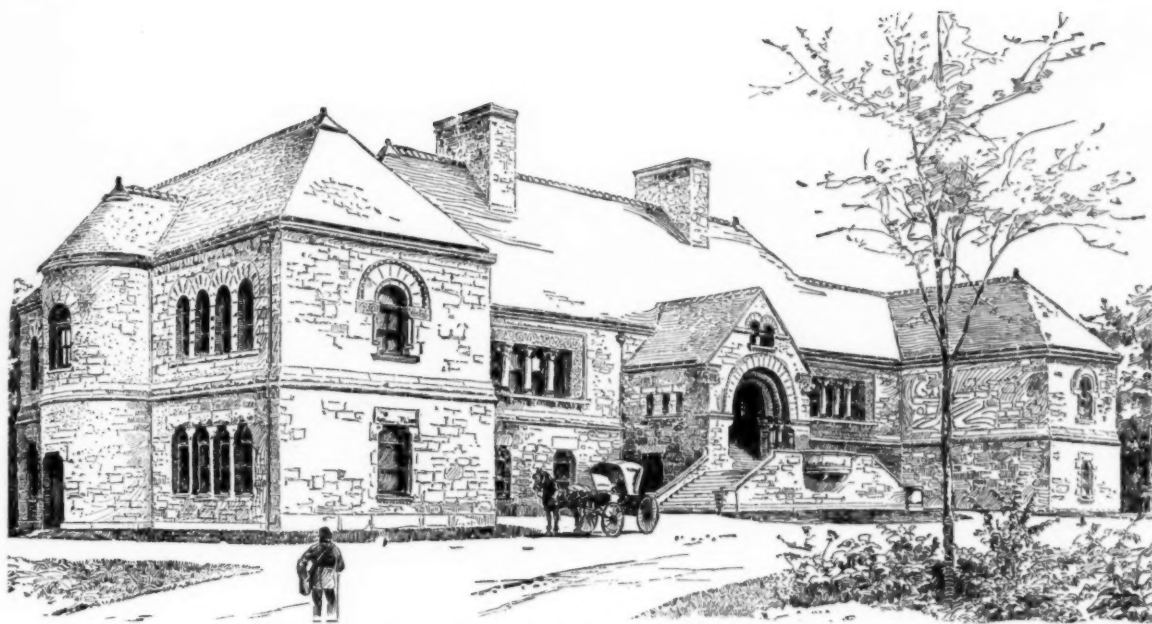
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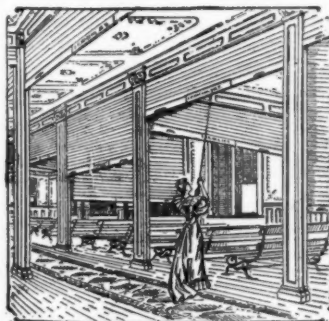
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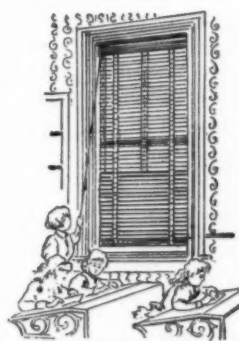
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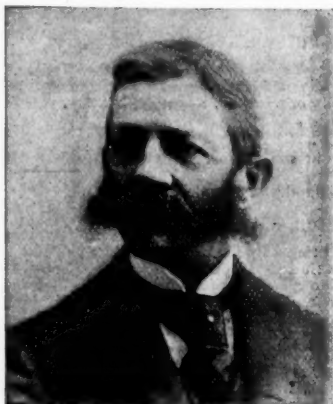
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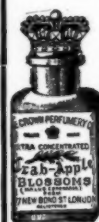
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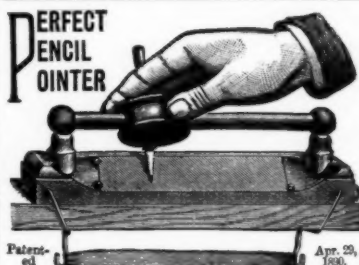


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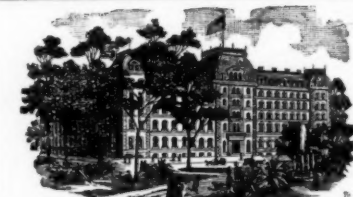
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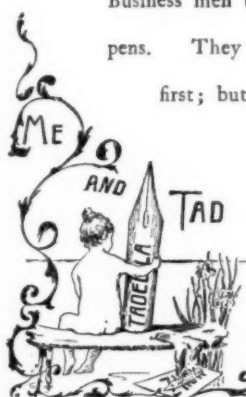
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**One-Third of Canada an Island.**—Mr. Tyrell, of the Canadian geological survey, says that from the large body of water known as Wollaston lake emerge two almost equal streams, the one flowing to Lake Athabasca and thence by the Slave and Mackenzie rivers to the Arctic ocean, and the other to Reindeer lake, and thence by the Reindeer and Churchill rivers to Hudson bay, the island thus formed comprising about one-third of the Canadian domain; and directly southeast is another large island between Lake Winnipeg and Hudson bay, the result of a bifurcation in the little Sandy lake, which has an outlet to Hudson bay through the Severn river, and another to Lake Winnipeg through Family lake.

**Cities of the Earth.**—The latest enumeration of the population of the earth shows that it contains two hundred and seventy cities having more than one hundred thousand inhabitants each; thirty-five having more than five hundred thousand, and twelve having more than a million. Three of the twelve are in the United States.

**The Yosemite Valley.**—Galen Clark, the discoverer of the Mariposa big trees, draws a striking contrast between the condition of the valley now and then. When white men first visited the valley there was an abundance of open meadow ground, with luxuriant native grasses and flowering plants. Now there is an undergrowth of young trees that obstructs the view, greatly marring the beauty of the scenery. The explanation of this is that it

had been the policy of the Indians, as revealed by some natives who were boys when the valley was first visited by whites in 1851, to start fires annually in the dry season of the year and let them spread over the whole valley, to kill the young trees just sprouted and keep the forest groves open and clear of all underbrush, so as to leave no obscure thickets for a hiding-place, or an ambush, for any invading hostile foes, and to have clear grounds for hunting and gathering acorns.

Since the valley has been under the care of the whites it has been protected from fires, and the result is it is overrun with dense thickets of young forest trees, shrubbery, and underbrush. If fires should start accidentally it would be hard to control them. The work of clearing out this undergrowth should be vigorously prosecuted or the whole valley will become an unsightly wilderness.

**The Gates to the Black Sea.**—Take a good look at the map of Europe and you will see how completely shut in the Black sea is by two famous waterways—the Hellespont, or Dardanelles, and the Bosphorus. This is why the nations of western Europe, and especially England, do not want these famous straits to fall into the hands of Russia. With the Black sea in which to fit up her ships, where they would be absolutely safe from attack, and a free passage to the Mediterranean, Russia might close the Suez canal and do a vast amount of damage to commerce. The channel of the Dardanelles is thirty-three miles in length, and four miles wide at the widest part and 4,200 feet at the narrowest. Then comes the sea of Marmora one hundred and ten miles long and forty miles wide at the widest part.

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**More Discoveries in Africa.**—The journey across Africa of Lieut. Von Götzen, a wealthy young German, is attracting much attention. He chose a route between those of other explorers, and hence has seen a great deal of new country. When he left Pangani, Oct. 19, 1893, he had 518 persons in his expedition. A part of his equipment were two elephants from India, but for some reason he left them at the coast, and they are now serving Africa by carrying timber for the railroad building from Tanga.

When Von Götzen was a little more than half way to Victoria Nyanza, he came to that great rift in the lofty plateau which is now known to extend for hundreds of miles north and south. This is one of Africa's extensive areas of interior drainage where not a drop of water escapes to the sea. A great many large salt lakes have been found in this region. Von Götzen discovered two that no white man has seen before. One of them was the narrow lake Mohazi, about fifty miles long, whose eastern shore he skirted for its entire length. The other was Lake Kivu, of which Stanley heard and which appears as Lake Kivu in his "Through the Dark Continent." It lies at the base of the Mfumbiro range. Its discoverer believes it is almost as large as Lake Albert Edward and it sends its waters to Lake Tanganyika.

He has proved also that the Mfumbiro mountains are the water parting in this region between the Nile and Congo basins. He traced the Lova river from its source in these mountains to the Congo. The journey across the continent occupied fifteen months; Lieut. Von Götzen's account of it is awaited with interest.

#### Notes of Interest.

A process has been devised for the manufacture of imitation silk from the waste from cotton, wool, jute, etc. It takes an expert to distinguish it from the genuine article.

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Petroleum will be tried as fuel under the boilers of two new Russian cruisers. These war vessels are the first to be supplied with petroleum furnaces.

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One of the latest volumes in the Elementary Classics series is Cicero's *Laelius: A Dialogue on Friendship*, edited with notes, vocabulary, and biographical index, by E. S. Shuckburgh, A. M., late assistant master at Eton, and formerly fellow and assistant tutor at Emmanuel college, Cambridge, revised by president Henry Clark Johnson, of the Central high school, Philadelphia. The original text was based on that of Dr. J. S. Reid, and in revising it the editor has again compared it carefully with Reid's edition. Although the notes have been based on those of the original edition they have been rewritten and enlarged to meet the actual wants of American pupils. In performing this work of revision a large number of editions have been consulted and numerous references have been made to the Latin grammars of Allen and Greenough and Harkness. (Macmillan & Co., New York. 40 cents.)

A very clear and logical presentation of the leading facts in physiology and hygiene, in accordance with the latest results in science and the requirements of the schools of to day, is found in the *Second Book of Physiology and Hygiene*, by J. H. Kellogg, M. D. The author has aimed to simplify the subject by avoiding as many technical names as possible. The object has been to teach the fundamental principles of the science and not to lumber the memory up with hard names. At this stage of progress such a book would be incomplete without a special treatment of the effects of alcohol, tobacco, and other narcotics and stimulants on the system. Numerous facts under this head are presented, many of them from the author's own experience. Teachers who examine the book will notice that numerous experiments are described in the body of the work and in a separate section. These will serve to increase the interest of the pupils in the study. Great care has evidently been taken to make the illustrations (several of them colored) accurate and suited in every way to the purpose of the volume. It is gratifying to know that the foolish prejudice against the study of physiology in the schools is disappearing; such a beautiful text-book as this ought to do much to increase the popularity of the study. (American Book Co., New York, Cincinnati, and Chicago. 80 cents.)

In preparing his volume of *Practical Lessons in Physical Measurement*, Alfred Earl, M. A., aimed at the development of a logical and inquiring habit of mind, as well as training in correctness of expression and accuracy of language. The attainment of these ends is better than the memorizing of facts, for the pupil is thereby made capable of amassing an indefinite amount of knowledge. It is the hope of the author that the book may serve in some degree to bridge over with safety the distance between the laboratory and other class-rooms by acting as a practical arithmetic, and, to some extent, as a practical grammar. An examination of the contents reveals the practicalness of the work to be pursued, whether the student merely intends to enter business or to devote his time to science. After the introductory chapter, in which is explained what there is to be learned in the domain of science, there are chapters on measurement of length, measure-

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*An Exercise Book in Algebra*, by Matthew S. McCurdy, M. A., instructor in mathematics at Phillips academy, Andover, Mass., is intended to furnish plenty of practice on those portions of the subject that students have difficulty in mastering. Though intended primarily to be supplementary to some regular text-book, a number of definitions and a few rules have been added; it might be used, therefore, as an independent review and drill book. The exercises have been made up according to need, adapted from forms in common use, and copied without change from foreign text-books. Busy teachers who need more exercises than the ordinary text-book furnishes will find this book of great assistance. (Leach, Shewell & Sanborn, Boston, New York, and Chicago.)

The second volume in the Tutorial Physics of the University Correspondence College series is *A Text-book of Heat*, by R. Wallace Stewart, D. Sc. In this the subject is considered in all its relations, and mathematical formulæ are given for working out problems. For each of the chapters on thermometry, expansion of solids, expansion of liquids, expansion of gases calorimetry, change of state, hygrometry, transmission of heat, radiation, and the first law of thermo-dynamics is a series of problems, making the book a very practical one for those who wish something more than a general knowledge of the science. (D. Van Nostrand Co., New York.)

S. L. Loney, M. A., professor at the Royal Holloway college, is the author of a *Plane Trigonometry* for schools and the junior classes of universities. In the higher portion of the book it has been his aim to present to the student, as simply as possible, the modern treatment of complex quantities, in order to furnish an introduction to works of a more difficult character. As trigonometry consists largely of formulæ, he has prefixed a list of the principal formulæ that the student should commit to memory, distinguishing the more important ones in the text by the use of heavy faced type. A large number of examples are given throughout the book. (Macmillan & Co., New York. \$1.90.)

In the College Series of Greek Authors has been issued book third of *Thucydides* which treats of a very interesting period of Greek history told with all the charm for which that great writer was noted. The introduction gives a résumé of the two preceding books and also some idea of the third, so that the student

can keep the run of the history. The edition is based upon Steup's revision of Classen's edition, Berlin, 1892. The variations from the texts of the Steup-Classen edition,—which, with few exceptions, are restorations of the MS. reading—are explained in the notes and referred in the index. The notes, which are elaborate and scholarly, have been prepared with the assistance of numerous well-known authorities. The recent appearance of Steup's revision has made it possible to bring citations of important Thucydidean literature more nearly up to date than might otherwise have been the case. Students of the great historian in college classes will undoubtedly find this a thoroughly satisfactory presentation of his history. (Ginn & Co., Boston. \$1.75.)

The results of a teacher's experience in teaching Latin are embodied in the book entitled *Latin at Sight*, and the object has been to smooth the way to rapid and easy translation of passages from that language. In order to further this end valuable suggestions in regard to methods of study are given in an introduction of considerable length; this will be found of great assistance to both teacher and pupil. The exercises for translation consist of short, graded extracts from classical writers. An excellent feature consists in placing the notes at the foot of page, so the student loses no time in searching for the translation of difficult passages in a lexicon. The references are to the books of Allen and Greenough, Gildersleeve, and Harkness. (Ginn & Co., Boston.)

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### New Books.

At various periods of the world's history theologians have taken alarm because they thought that science was teaching things at variance with the Biblical account of the creation. It was so when the Copernican system was made known; it was so when geology revealed the great age of the earth; it was so when the theory of evolution was given to the world. How foolish these fears have been may be readily seen when we call to mind the fact that truth is eternal, that although men may theorize and frequently err, not only in the field of science, but of theology, the laws of God are ever the same. The most advanced thinkers to-day hold that science is the handmaid of religion and that the discoveries of scientists have not only helped to confirm the Biblical story in its main features, but have revealed in a multitude of ways how God is working throughout all creation.

An intensely interesting review of this field of thought is contained in a volume by Theodore F. Seward, entitled *The School of Life*; Divine Providence in the light of modern science; the law of development applied to Christian thinking and Christian living. The author refutes the popular idea that this is an irreligious age; it possesses elements of spirituality unknown to any other. The race of skeptics has passed away; instead of men declaring, "There is no God, no immortal life," We hear only the mild negative of the agnostic, "We do not know, we cannot tell." Even Herbert Spencer says, "We are ever in the presence of an infinite and eternal energy, from which all things proceed." The most thoughtful scientists recognize a power everywhere in creation, causing all the miraculous changes around us, as wonderful as the changing of water into wine in Cana of Galilee. Here is where the old theologians stumbled. They made God an agent working outside of creation; science and religion now harmonize by pointing to God in nature. His work is seen as well in the tiniest insect as in the greatest sun that whirls through space. Among the topics treated by the author are, Where is God? the providential relations of individuals to historic events; a Divine plan for every life; a rational heaven; the great insanity—living for the world; spiritual alchemy, or the law of growth; prayer in its relation to a Universal Providence; some dark problems, etc. The book is the product of deep and mature thought, taking into account all that science has revealed and theologians claimed and drawing therefrom the truth as it appears to be revealed to-day. The reverent tone and the sincere spirit pervading the book make it a particularly helpful one for those who are perplexed by these great questions. (James Pott & Co., New York.)

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## Publishers' Notes.

The word graphite, like the word charity, covers a multitude of sins. Under the name of graphite lubricant are found compounds of cheap black-lead, stove polish, foundry facings, soapstone, etc. Safety in buying, and the surety of getting the best graphite lubricant made, lie in purchasing of a firm of world-wide reputation and long experience. Such a firm is the Joseph Dixon Crucible Company, of Jersey City, N. J. They have mined and manipulated graphite for nearly seventy years, and when called upon by leading wheelmen to furnish a cycle lubricant that would meet the fullest requirements of the cyclist, they first purchased samples of all the chain lubricants in the market and analyzed them, and then selected from their choicest stocks of graphite a brand of graphite of unequalled smoothness, and produced a stick, or solid lubricant, which will not gum or hold dirt and dust, but which will so thoroughly lubricate the chain and sprockets that the wear will be reduced to the slightest degree, and ease of riding and speed greatly increased.

Among the school text-books most widely used, and that most successfully meet the requirements of the high and grammar schools are the text-books in bookkeeping by Prof. Meservy, published by Thompson, Brown & Co. Their popularity is evidenced by the fact that they are used in every state in the Union, having been legally adopted in cities and towns having a total population of nearly 12,000,000. In December they were adopted for the schools of the city of Chicago. The legislature of West Virginia, which has just adopted text-books for the free schools of that state for the next five years, after carefully considering the matter, adopted the Meservy bookkeeping course. No text-book, unless of superior merit, would be likely to receive so unanimous endorsement as seems to be the case with these text-books.

When making drawings if colored crayons can be used the work will be all the more interesting to the pupils. Franklin's pocket and school crayons have been made expressly for this work. They are of the best and brightest colors, make smooth permanent marks, and match kindergarten papers. Five and ten are packed in a box for five and ten cents. For information about these and maps, music charts, pictures, etc., address the Franklin Mfg. Co., Rochester, N. Y.

There is no need at this time of attempting to convince the teachers of the usefulness of the magic lantern in illustrating lessons, lectures, etc. The only question is about the price and the kind. One of the best in the market to-day is the Criterion Projection Lantern, of J. B. Colt & Co., 16 Beekman street, N. Y. This apparatus is a marvel of mechanical ingenuity, and is provided with microscope and pencil attachments; it may be used with an electric lamp, interchangeable with oxy-hydrogen jet or with oil lamp. A full description will be found in the catalogue, which will be sent on request.

It is not pleasant to soil one's fingers sharpening a pencil with a pocket-knife, and besides there are few that can make a neat job of it. A machine that points pencils quickly and neatly and never breaks a point is the Perfect Pencil Pointer of Goodell Co., Antrim, N. H. It is very simple. All stationers sell it. A circular will be sent on request.

Many school boards have found that they can save a large amount of money every year by covering the books; besides diseases are not so likely to be spread by text-books if they have good clean covers. The Holden system is an ex-

cellent one; its merits are being recognized by teachers and school boards all over the country, and therefore its use is rapidly increasing. Mr. G. I. Aldrich, of the Massachusetts state board of education says of these covers: "Cheap, durable, and convenient; they have become a necessity." The Holden system affords complete protection for both the inside and outside of books. Send a stamp for sample and information to the Holden Patent Book Cover Co., Springfield, Mass.

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When out shopping do not forget the store of James McCreery & Co., Broadway and 11th street, N. Y. This week they offer bargains in cotton dresses for ladies, misses, and children; eiderdown dressing gowns; infant's long and short dresses; all-wool wrappers; cambric night dresses, and lawn wrappers. Go early because the quantity in most of these lines is limited.

*Our Profession and Other Poems* is the title of a volume, by Jared Barhite, principal of the Third grade grammar school, Long Island City, which has just been published. The first 28 poems are of a didactic character; the next 27 upon trees, plants, and the beautiful in nature, and the 54 following are of a miscellaneous character. It is a very neat and attractive volume.

Leading educators and master musicians endorse the American Music System; twelve of the thirteen normal schools of Pennsylvania are teaching it and it has been adopted in many cities and towns throughout the country, among them Brooklyn and Philadelphia. It is claimed that this is the only method that places music on the same basis as other studies, to be taught successfully by the regular teacher. Circulars explaining the system may be obtained of King, Richardson & Co., Springfield, Mass.

## Magazines.

The March number of *The Monthly Illustrator* has a timely, valuable, and most interesting series of personal reminiscences of the late George Inness. The writer is the artist, Elliott Daingerfield, who was an intimate friend of the great painter, and shows the man Inness, as well as the artist, in a way that sheds double luster upon his name. The article is richly illustrated from examples of Mr. Inness's paintings, and is an important addition to our knowledge of him.

*Werner's Magazine* in its new form is one of the handsomest monthly publications that reaches us. The various departments are always full of articles of value to teachers and students of elocution and vocal music. In the department of "Recitation and Declaration" can always be found something of use in the school-room.

The name of Ruth McEnery Stuart appears on the cover of *Short Stories* as the contributor of the special story in the April issue. Francois Coppee is also represented by a characteristic story in this number, and Elizabeth Morgan, Will Lisenbee, C. E. Shute, F. A. Anstey, and many other writers of note appear in the list of authors. The Famous story is a translation of Balzac's tragic tale called "El Verdugo."

Mrs. Humphry Ward's novelette, "The Story of Bessie Costrell," will be begun in *Scribner's Magazine* for May and be finished in three numbers. Its scene is laid among the laboring people of an English village and it is a very intense and dramatic story.

The March number of the *Political Science Quarterly* (Ginn & Co.), opens with an exposition of the legal question involved in the matter of "Municipal Home Rule," by Prof. F. J. Goodnow; Mr. Edward Porritt presents another phase of the municipal question in explaining "The Housing of Workingmen in London;" Prof. Simon N. Patten offers "A New Statement of the Law of Population;" Mr. H. C. Emery, of Bowdoin College, discusses at length "Legislation Against Futures;" Prof. W. J. Myers investigates the cost of "Municipal Electric Lighting in Chicago;" Prof. J. B. Moore presents the first instalment of a sketch of "Kossuth the Revolutionist;" and Dr. Frank Zinkeisen, of Cambridge, criticizes the views of Stubbs and other historians on "Anglo-Saxon Courts of Law." The number contains, moreover, the usual "Reviews" and "Book Notes."

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## Literary Notes.

Henry James is at work on a book of "Love Lyrics," which will soon be published.

"Who is this Dr. Holmes?" asked a lady of a New England bookseller recently; "I have never heard of him, but his wife (Mary J. Holmes) writes lovely books!"

A volume entitled "Bird Craft," written by Mabel Osgood Wright, and soon to be issued by Macmillan & Co., will contain plates giving in the natural colors accurate representations of the birds described in the text. Descriptions and biographies of 200 species are given.

The *New York Herald* offers prizes for manuscripts amounting to \$16,000. The first one, \$10,000, will be given for the best serial story of between 50,000 and 75,000 words, submitted before July 1, by an American writer, whether professional or amateur. Next there is a prize of \$3,000 for the best novelette of between 15,000 and 25,000 words; then a prize of \$2,000 for the best short story of between 6,000 and 10,000 words; and finally, a prize of \$1,000 for the best epic poem based on some event of American history that has occurred since the beginning of the war of the Revolution. Manuscripts in these three competitions must be submitted before September 1. All the manuscripts submitted will be examined by a committee of three persons appointed by the *Herald*, who will select the three of each kind which they shall judge to be best, namely, three novels, three novelettes, three short stories, and three epic poems. Beginning with the novels, these will all be published successively in the *Herald*; and, after their publication, the readers of that journal will be asked to determine by ballot to which production of each class the respective prize shall be awarded; and their decision will be final. All manuscripts must be typewritten.

Disregarding the unusual words and the easy ones, there yet remains a class of words which, though in ordinary use, and unmarked by striking peculiarities, are yet continually misspelled. It is believed that *Common Words Difficult to Spell*, by James H. Penniman, Philadelphia, contains nearly every word of this class in the English language, as the list of three thousand five hundred words is the growth of intelligent observation in the school-room. This book is issued by D. C. Heath & Co.

D. C. Heath & Co., of Boston, issue a translation of Ufer's "Introduction to the Pedagogy of Herbart." The translation has been made under the auspices of the Herbart Club. The editor of the translation is President DeGarmo, of Swarthmore college.

Goldsmith is too little read in these *fin-de-siècle* days. In one reads "The Vicar of Wakefield" and "The Deserted Village" he thinks his duty is completed. A volume of his well-known miscellaneous work has been issued by Funk & Wagnalls.

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The recent development of topical methods of study in history has brought out a number of books along the line of this method of work. One of the most promising books in this department has been prepared by Mr. F. J. Allen, principal of high school, Milford, N. H., and is soon to be published by D. C. Heath & Co., Boston.

Ginn & Co. have issued "Gibbon's Memoirs," edited with introduction and notes by Oliver Farrar Emerson, A.M., Ph.D., assistant professor of rhetoric and English philology in Cornell university.

Volume XXV. of the International Education Series is "How to Study and Teach History," with particular reference to the history of the United States, by Prof. B. A. Hinsdale, LL.D., of the University of Michigan.

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